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ABSTRACT

An adult education curriculum integrating language and life skills instruction for students of English as a Second Language, based on the English Language Matrix (ELM) model, is presented. The curriculum is designed to meet the adult language learner's life competency needs, integrating communicative language skills of listening, interpreting nonverbal language, speaking, reading, and writing, while adjusting to individual learning styles and communicative needs. It is divided into 10 or 11 thematic units in 7 levels of competency-based learning modules. Introductory sections give an overview of the project, define student performance levels, and list competencies by level. Subsequent sections present the modules for each level. Each module includes student general and grammar competency check sheets, a tutor guide sheet, and instructional material on these topics: personal information; describing (at levels 1-4) or housing (levels 5-7); relationships; environment; health; shopping; money/banking; directions/transportation; occupations; community services/responsibility; and at levels 5-7, current events. The next seven sections present the grammar segments for each level. An instructional materials bibliography, grammar instructional materials bibliography, and list of publishers complete the volume. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 374 688

ELM Branches Out!

A Language and Life Skill Competency Based Curriculum Integrated with MELT Competencies

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by
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PREFACE

"ELM BRANCHES OUT!" OVERVIEW

"ELM Branches Out!" targets new instructors or tutors who desire to help those acquiring English as a Second Language in order to attain self-sufficiency in an English language environment. This curriculum is designed as a multi-level competency-based modular program enabling the development of lifeskills. The organization includes student competency check sheets for a broad range of functional, community, and linguistic skills for learners' assessment of their own progress. Additionally, a tutor reference sheet is available for direction and support of student and tutor interaction. Suggested activities and vocabulary for listening, speaking, reading, and writing are offered for each module of ten differing themes at each level. A separate grammar strand which can be used independently or integrated with lifeskills instruction as an eleventh module is provided for each level. An ample selection of materials appropriate for learning the particular language competency skills is supplied in each module.

REMEMBERING

"ELM, English Language Matrix, an Integrated Language and Life Skill Competency Based Curriculum" was originally produced and funded as Section 372 Project # 66-0004 by the Pennsylvania Department of Education in 1990 - 91. The goal of ELM was to provide ESL adult educators with a competency-based matrix to guide curriculum development, assess student competence on a broad range of functional and linguistic skills, and assist in the selection of appropriate materials for instruction. During the subsequent year, its use by administrators, teachers, students, and tutors precipitated a variety of suggestions as well as the encouragement to revise and expand the original curriculum. The growing base of research in the learning of languages, awareness of the need to separate the grammar instruction for easier access, extensive new resources becoming available, and experience in using the original materials supported the motivation to undertake this revision and expansion which is funded as a Section 353 Project # 983044 by the Pennsylvania Department of Education.

THE FOUNDATION OF ELM AND ELM BRANCHES OUT!

The foundation of the ELM curriculum is the competency-based Mainstream English Language Training Project (MELT) Resource Package which includes Student Performance Levels, the MELT Core Curriculum, and the Basic English Skills Test (B.E.S.T.) score placement ranges. The Student Performance Level (SPL) document describes ten levels of language ability from zero to fluency in communicating with native speakers in terms of listening, speaking, reading, and writing skills, and readiness for employment. Recommended as a placement and an assessment tool, the B.E.S.T score ranges provide placement within these seven levels. Levels eight through ten which are not addressed in ELM relate to students' needs for higher levels of employment and / or more advanced training. These levels are not equivalent to grade levels as required for much official progress reporting but relate to the MELT Student Performance Levels which are based more appropriately in the stages of language learning.

The Core Curriculum document consists of seven levels of life skill and employment competencies. Each competency is a demonstrated ability to successfully perform a language task that addresses real life needs for self-sufficiency. A complete list of these competencies are attached to this document. Those competencies with a (*) identify key competencies which are considered essential and universal for all adult learners. The Core Curriculum includes a separate listing of grammatical structures necessary to achieve competency at a particular level.

THE "ELM BRANCHES OUT!" MODULE MODEL

True to our original statement when we chose the tree logo, "ELM is a growing thing!" As the curriculum has branched out, it can be likened to a network of life competency language modules. It begins with a zero level for those learners unfamiliar with the Roman alphabet and / or illiterate in their native language. The subsequent seven performance instructional levels and suggested vocabulary, methods, activities, and resources deal with the competencies as outlined in the MELT Core Curriculum document, maintaining the priority of key competencies in the MELT document marked with an (*). The ten units range from Personal Information, Directions/Transportation to Occupations, and Community Services/ Responsibilities. Additionally, grammar structures have been divided into seven instructional levels as an eleventh unit with correlating resources identified for each grammar point within each level. (Competency check sheets for lifeskills and grammar are provided with each level while grammar check sheets are also provided in the Grammar Strand.) ELM seeks to:

- engage students, teachers, and tutors in the language learning experience;
- allow for the selection and shaping of learning tasks based on student needs and choices;
- convert the overwhelming challenge of language learning into task-oriented modules that can be chosen and facilitated by novice instructors or tutors in classroom and / or one-on-one instruction;
- facilitate student-monitored progress in order to further develop student ownership of the learning process;
- afford transferability of the grammar linguistic elements to student needs; and
- promote the interchange of functional lifeskills and employment competencies in a complementary "learnscape" that models learning as a life-long process.

A SUGGESTED ATTITUDE FOR "ELM BRANCHES OUT!" USERS

This curriculum strives to meet the adult language learner's life competency needs, integrating communicative language skills of listening, interpreting non-verbal language, speaking, reading, and writing, while adjusting for individual learning styles and communicative needs. "ELM Branches Out!" is divided into eleven thematic units which are in seven levels of competency-based modules. Levels One to Four each include a unit on the language function of Describing, which is replaced in Levels Five to Seven with a unit on Housing and an additional unit on Current Events. Although the language skills in each module are identified separately, in reality they are interwoven and learning can be best facilitated by using a multi-modality approach with materials and presentations allowing the student to use his or her strengths in focusing on the particular communicative task. ELM allows the learner's needs, motivation, and language development skills to be of primary consideration in planning and presenting.

Recognizing that no single pedagogical practice serves the needs of all learners or teacher facilitators, both learners and facilitators can explore and negotiate needs, materials, processes, and methods in using ELM. The broad spectrum of individual styles for both the student and the teacher-facilitator includes analytical individuals who have a greater concern with details, rules, exactness of language, and generally prefer to avoid unstructured communicative activities; as well as, global individuals who may prefer to interact in communicative activities, guessing the meaning of words, and being less concerned with the details of the learning process. Sensory preferences of auditory, visual, or kinesthetic can also be addressed when using ELM's multi-modality methods and materials. Individual learning styles, motivations, and also self-esteem levels influence ability and willingness to take risks with language, tolerate ambiguity or errors, or try something new and unfamiliar. The instructor's demonstration of risk-taking and open sharing of the accompanying anxiety will encourage all to participate in the learning process. In essence, the willingness to risk is essential to the learning process --- for all participants. We urge each of you to enjoy growing your ability to take risks --- for yourself and most of all, for those who follow you on this communicative journey of language learning!

IN APPRECIATION:

Thanks go to the many publishers that have contributed appropriate materials for evaluation and use as resource suggestions. Nearly four hundred texts were reviewed for this project and those listed are not intended to be the only texts considered by an instructor, but are listed only as those which were available for our review. We also thank those instructors, administrators, community and peer tutors, and most of all, the students who have participated directly and indirectly in this project. Many others have undoubtedly used the original materials, but the students, instructors, peer tutors, and community tutors associated with Delaware County Literacy Council and Northampton County Prison have been more closely associated with this project and thus have been afforded greater opportunity for input. Their suggestions, responses, and accomplishments have been a continuing source of inspiration, support, and encouragement to continue taking the risks associated with the language learning journey for both English as a Second Language students and educators.

MELT Student Performance Levels - Abbreviated Version [1]

0	No ability whatsoever.		
I	Functions minimally, if at all, in English.	Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	Functions in a very limited way in situations related to immediate needs.	Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	Functions with some difficulty in situations related to immediate needs.	Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
IV	Can satisfy basic survival needs and a few very routine social demands.	Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	Can satisfy basic survival needs and some limited social demands.	Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.
VI	Can satisfy most survival needs and limited social demands.	Can handle jobs and job training that involve following simple oral and written instructions in familiar and some unfamiliar situations.	A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	Can satisfy survival needs and routine work and social demands.	Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	Can participate effectively in social and familiar work situations.		A native English speaker not used to dealing with limited English speakers can communicated with a person at this level on almost all topics.
IX	Can participate fluently and accurately in practical, social, and work situations.		A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	Ability equal to that of a native speaker of the same socio-economic level.		

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[1] Competency - Based Mainstream English Language Training Project (MELT) Resource Package

MELT - Level 1 Competencies (* = key competencies)

TOPICS - Part I:

Banking (Ban):
1* Endorse a check.
2 Provide proper ID upon request to cash a check or money order.

Community Services (CmS):
1* Read emergency words. (Fire, Police, Poison)
2* Read, say, and dial telephone numbers of emergency services.
3* Spell name and address and report an emergency in the home by telephone in simple terms. ("Help!"; "Police!")
4* Ask for stamps at a post office. ("Two airmail stamps, please.")
5 Identify basic facilities, services, and commonly seen community workers in neighborhood/community. ("Bank"; " money"; "teller"; Hospital")

Employment-Finding A Job (EFJ):
1* State previous occupation(s) in simple terms. ("Cook.")
2* State current job status (Do you have a job?- "No"; "Yes".)
3 State desire to work in simple terms ("I want a job.")

Employment-On the Job (EOJ)
1* Ask if a task was done correctly. ("OK?")
2* Ask simple clarification questions about routine job tasks and instructions. ("Please repeat."; "Do this?")
3* Respond to simple direct questions about work progress and completion of tasks. (Are you finished ?-"No".)
4* Ask supervisor or co-worker for help. ("Can you help me?")
5* Sign name on time sheet.
6* Respond to simple oral warnings or basic commands about safety. ("Watch out!")
7* Read common warning or safety signs at the work-site. (DANGER)
8* Read alpha-numeric codes. (AF 47)
9* Give simple excuses for lateness or absence in person. ("I was sick yesterday.")

Health (He)
1* State own general condition in simple terms. (I'm tired.")
2* State need for medical help. ("Help. I'm sick.")
3 Read simple signs related to health care. (HOSPITAL; EMERGENCY; PHARMACY; DRUG STORE)

Housing (Hou)
1* Identify common household furniture/rooms. ("Kitchen"; "bathroom")
2* Read exit route signs in housing. (EXIT; FIRE ESCAPE)
3 Identify basic types of available housing. ("Apartment; house.")

Shopping (Sho)
1* State basic food needs. ("I need rice.")
2* Ask the price of food, clothing, or other items in a store. ("How much is the coat?")
3* Read a limited number of basic store signs. (IN; OUT; SALE)
4 State basic clothing needs. ("I need a coat.")
5 Read aisle number. (2 B)

Transportation (Tra)
1* Ask the amount of local bus or train fares. ("How much is a bus ticket?")
2* Read a limited number of symbols or transportation / pedestrian signs. (BUS STOP; WALK / DON'T WALK)
3 Ask for a transfer. ("A transfer, please.")

TOPICS - Part II:

Clarification (Cla)
- 1* Expresses a lack of understanding. ("I don't understand.")
- 2* Ask someone to repeat. ("Please repeat it again.")
- 3 Ask someone to speak slowly. ("Please speak slowly.")
- 4 Repeat something when asked to. ("My name is Tran." - "Could you repeat that?" - "My name is Tran.")
- 5 Ask the English word for something. ("What's this?")
- 6 Ask the meaning of something written in English. ("What's this?")

Directions (Dir)
- 1* Ask for the location of common places in a building." (Where is the bathroom?")
- 2* Ask for the location of a place. ("Where's the bus stop?")
- 3* Read, say, and copy numbers as used on streets and buildings.
- 4* Follow simple oral directions to a place. ("Turn right / left. Go straight.")
- 5 Respond to simple questions about a destination. (Where are you going? - "To the bank.")
- 6 Follow a simple hand drawn map to locate a place in an already familiar setting when directions are also given orally. ("Go one block. Turn left.")

Money (Mon)
- 1* Identify U. S. coins by name and value. ("Dime." "10 cents.")
- 2* Read prices on tags or signs. ("$1.25.")
- 3* Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machine, etc. ("That's $9.80.")

Personal Identification (Per)
- 1* Respond to basic questions regarding name, ID/Social Security Number, country of origin, address, age, birthdate, and marital status. (What's your name?--- "Sara Nouan.")
- 2* Which of own names are first, last and middle. (What's your last name? - "Tran.")
- 3* Spell, read, and print own name.
- 4* Copy basic personal information including name (first and last), ID/Social Security number, address, and age on a simplified form.
- 5* Present identification upon request. (Can I see some identification?)
- 6 State ability to speak a language other than English. ("I speak Lao.")

Social Language (Soc)
- 1* Introduce oneself using simple language. ("I'm Sarem.")
- 2* Give and respond to simple greetings and farewells. (Hello. How are you? - "Fine, thanks. And you?")
- 3* Excuse oneself politely. ("Excuse me.")
- 4 State weather conditions in simple terms. ("It's cold.")

Telephone (Tel)

Note: While use of telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.
- 1* Identify the symbol or read the sign for a public telephone. (PHONE; TELEPHONE)
- 2* Read and be able to dial a limited list of telephone numbers, such as those for school, sponsor, emergency. (911)
- 3* Identify oneself on the telephone when answering and when calling. ("This is Tran.")
- 4* Request to speak to someone on the telephone. ("Tran, please.")

Time (Tim)
- 1* Ask and answer basic questions about time, such as days, current months, yesterday/ today/ tomorrow. (What month is it? - "February.")
- 2* Read clock time on the hour and half hour.
- 3* Read and write digital time on the hour, half hour and quarter hour. ("10:15")
- 4* Read the days of the week.
- 5* Identify parts of the day -- morning, afternoon, evening, and night.

MELT - Level 2 Competencies (* = key competencies)

TOPICS - Part I:

Banking (Ban):

3* Ask to cash a check or money order. ("Can I cash this check?")
4 Buy a money order. ("A money order for $50.99, please.")

Community Services (CmS):

6* Report an emergency in person. ("Help! Fire in Apartment 2A!")
7* Correctly address an envelope/package, including return address.

Employment-Finding A Job (EFJ):

4* State own job skills in simple terms. ("I can cook.")
5* Copy basic personal information onto a simple job application form. (NAME; SOCIAL SECURITY NUMBER; AGE; ADDRESS)
6 Read "HELP WANTED" sign.
7 Identify some common entry-level jobs which can be held by those with limited English ability.

Employment-On the Job (EOJ)

10* State need for frequently used materials. ("I need boxes.")
11* Report work progress and completion of tasks. ("I'm finished.")
12* Find out about the location of common materials and facilities at the work-site. ("Where is the supply room?")
13* Follow simple one - step oral instructions to begin and to perform a task which is demonstrated, including simple classroom instructions. (Put these away.)
14 Ask for permission to leave work early or to be excused from work. ("Can I go home?")
15 Give simple excuses for lateness or absence on the telephone. ("My name's Tran. I'm sick today.")

Health (He)

4* Identify major body parts. ("Arm"; "stomach"; "leg.")
5* State major illnesses or injuries. ("Sore throat"; broken arm.")
6* Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
7* Read time and date for a medical appointment from an appointment card. (THURSDAY, DECEMBER 26, AT 3:00)
8* State a need for an interpreter. ("I don't speak English. I speak Vietnamese.")
9 Follow simple instructions during a medical exam. (Open your mouth; Take off your shirt; Take a deep breath.)
10 Ask for familiar non-prescription medication at the drug store. ("I want a bottle of aspirin.")
11 State others' health problems in simple terms. ("His arm hurts.")
12 Determine and report body temperature as indicated by a thermometer. ("My temperature is 100.")
13 Ask for a patient's room number in a hospital. ("What is Sarem Nouan's room number?")
14 Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office. ("I'm Sarem Nouan. I have a 2:00 appointment." - Which doctor? - "Doctor Smith.")

Housing (Hou)

4* Report basic household problems and request repairs in simple terms. ("The toilet is leaking. Please fix it.")
5* Report basic household emergencies by telephone --- fire, break-ins, etc.; give and spell name, address, and give telephone number when asked.
6 Answer simple questions about basic housing needs.
7 Ask how much the rent is. ("How much is the rent?")
8 Read common housing signs. (FOR RENT; STAIRS)

Shopping (Sho)

6* Differentiate sizes by reading tags. (S, M, or L; 8, 10 or 12)
7* Read abbreviations for common weights and measures in a supermarket. (LB.; QT.)
8* Read common store signs. (IN; OUT; UP; DOWN; CASHIER)
9* Ask about and read signs for store hours. (OPEN; CLOSED; SAT. 9 A.M. - 12 P.M.)
10* Read expiration dates. (EXP. 4/4/84; SELL BY 4/6/82)
11 Request size and color for a specific item in simple terms. ("Do you have a small size?")
12 Ask for information about places to buy food/clothing/household items. ("Where can I buy rice?")
13 Ask for and follow simple directions to locate food/clothing in a store. ("Where are the coats?" - In Aisle 4 a)
14 Ask for food using common weights and measures. ("One pound of hamburger, please.")
15 Order and pay for food at a fast food restaurant. ("A hamburger and a Coke, please.")

Transportation (Tra)

4* Ask for a bus, train, or plane destination. ("Where does this bus go?")
5* Read signs indicating bus/train destinations and street names. (MAIN STREET)
6 Ask for information about a location in an airport, bus or train station. ("Where is Gate 10?")

TOPICS - Part II:

Clarification (Cla)

7* Verify the name of something by asking simple yes/no questions. ("Is this the Post Office?")

Directions (Dir)

7* State the location of own residence by giving the address and nearest streets, or by referring to familiar landmarks. ("I live near the hospital.")
8* Follow simple oral directions to places in a building. (Upstairs; Third Floor; To Room 14A)

Money (Mon)

4* Make or respond to a request for change. ("Do you have change?")
5 Make or respond to a request for specific coins. ("Do you have a dime?")
6 Read names of coins on coin-operated machines. (NICKELS; DIMES; QUARTERS)

Personal Identification (Per)

7* Write and read basic personal information including name, relationship, and age of family members.
8* Respond to questions about own ethnic group. (Are you HMONG? - "Yes.")
9* Spell own name, country of origin, and address when requested.
10* Respond to questions about own ability to speak, read, and write English and any other language. (Which languages do you know? - "I can speak Assyrian and Arabic.")
11* State the number of years of previous education or study of English. (How many years did you go to school? - "Eight. ")
12 Give the names of familiar people. (Who is your sponsor? - "Mr. John Doe.")

Social Language (Soc)

5* Answer simple questions about personal background and family. (How many children do you have? - "Three.")
6* State likes and dislikes using simple language. ("I like tea.")
7* Respond to simple questions about daily activities and weekly routines. (What time do you stop working? - "5:00.")
8* State general feelings in simple terms. ("I'm tired"; "I'm sad.")
9* Respond to common gestures such as handshaking, head shaking to indicate yes/no, beckoning, etc.
10* Initiate and respond appropriately to a variety of greetings and farewells in simple terms. (Have a nice day. - "Thanks. You too.")
11 Introduce family, friends, and co-workers using simple language. ("This is Somsy.")
12 State food and drink preferences in social conversations, using simple language. (Do you want coffee? - "No, tea, please.")
13 Respond to simple questions about another person's name and background. (Who's that? - "Ly." - Where's she from?- "Vietnam.")
14 Ask for assistance in simple terms. ("Can you help me?")
15 Thank someone for help or for a gift in simple terms. ("Thank you.")

Telephone (Tel)

Note: While use of the telephone in basic survival situations is not expected until Level V, instruction in emergency use of the telephone cannot be postponed until that time.)

5* Ask for someone on the telephone. ("Is Tran there?")
6* Respond to a simple request to "hold" on the telephone. (Please hold.)

Time (Tim)

6* Name and read all the days of the week and the months of the year and their abbreviations.
7* Read and write dates when expressed in numbers; read and write months hen expressed in words. (5/10/82; May 10, 1982.)
8* Read any time expressed in digital terms. (10:23 A. M.)
9 Ask and answer basic questions about days, months, and years. Use a calendar.

MELT - Level 3 Competencies (* = key competencies)

TOPICS - Part I:

Banking (Ban):
5* Write a check.
6 Fill out a money order, including date, amount, name of addressee, own name and signature.

Community Services (CmS):
8 Provide upon request proof of address or other necessary information in order to obtain a library card. (Can I see your driver's license? - "Yes, here you are.")
9 Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
10 Ask and answer questions about the name of own or child's school, teacher, class, and time. (Which school does your child go to? - "Lincoln School.")

Employment-Finding A Job (EFJ):
8* Respond to specific questions about previous work experience using short phrases, including occupations(s), length, and dates of employment. (What was your job? - "Cook" - How long? - "Ten years")
9* Fill out a simple job application form, excluding previous or current occupations(s) and dates of employment.
10* Ask others for help in finding a job, e.g. from a sponsor, job developer, or friends. ("I need a job.")
11* Inquire about job openings and determine a time for an interview in person. ("Is there a job opening for a housekeeper?" - Yes. - "What time can I interview?" - Monday, at 9:00.)
12* State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11?")
13 Answer basic direct questions about pay, work availability, and hours. (Is $4.00 an hour OK? - Yes." - When can you start? - "Tomorrow." - Can you work nights? - "Yes.")
14 Express concerns and fears about the job in simple terms. ("The job is dangerous.")

Employment-On the Job (EOJ)
16* Follow simple oral directions which contain references to places or objects in the immediate work area. (Get me the box over there.)
17* Modify a task based on changes in instructions. (Wait! Don't use that.)
18 Ask/tell where a co-worker is. (Where's Tran? - "He's in the cafeteria.")

Health (He)
15* Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
16* State symptoms associated with common illnesses. ("I have diarrhea.")
17* Read the generic names of common non-prescription medicines. (ASPIRIN; COUGH SYRUP)
18* Read and follow directions on medicine labels, including abbreviations. (TAKE 2 TSP. 3 TIMES A DAY)
19 Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
20 Follow simple oral instructions about treatment. (Stay in bed. Take one pill every day.)
21 Locate facilities within a hospital by reading signs. (X-RAY; CAFETERIA)

Housing (Hou)
9* Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?" "How many rooms are there?"; "How much is the rent?")
10* Identify total amount due on monthly bills. (AMOUNT DUE: $35.87)
11* Arrange a time with the landlord or superintendent to make household repairs, in person. ("Can you fix the furnace this morning?")
12 Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
13 Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")

Shopping (Sho)
16 Read prices and weights of various food items and determine the best buy by comparing. ($1.89 /LB., $1.99/LB.)
17 Respond to cashier's questions concerning means of payment. (Cash or charge? - "Cash.")
18 Request a different size or price. ("Do you have a bigger one?")
19 Ask for a receipt. ("Can I have a receipt, please?")

Transportation (Tra)
7* Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
8* Respond to common requests. (Please move to the back of the bus.)
9* Ask when or where to get off or on a local bus/train. ("I'm going to the post office. Where do I get off?")
10 Buy bus, plane, or train tickets. ("I'd like a one-way ticket to Chicago.")
11 Read common signs in an airport or bus/train station. (TO GATES 6 - 14; TICKETS)
12 Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

TOPICS - Part II:

Clarification (Cla)
8* Ask for information or clarification using basic question words. ("How?"; "Go where?")
9* Give clarification in response to basic question words. ("Trung is not here." - Who? - "Trung.")
10* Ask someone to spell or write something. ("Can you write it for me?")
11 Ask about the meaning or the pronunciation of a word. ("What does --- mean?"; "How do you say ___?")

Directions (Dir)
9* Give simple directions to a place. ("Turn right/left. Go to the third house.")
10 Identify own home and major streets or landmarks on a simplified map. ("I live on 22nd Street.")

Money (Mon)
7* When incorrect change is received, identify and request correct amount of change from a purchase. ("Excuse me, my change should be $5.00.")

Personal Identification (Per)
13* Fill out a simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr., Mrs., Ms.), citizenship, and maiden name.
14* State or write the name, relationship, and age of family members.
15* State or write own physical characteristics, including height, weight, color of hair, eyes.
16 Provide information about a sponsor, including the name, agency, and contact person, address, and telephone number. ("My sponsor is USCC.")

Social Language (Soc)
16* Ask simple questions about daily activities and weekly routines. ("Do you work on Saturdays?")
17* Make and respond to invitations and offers in person using simple language. (Do you want a ride home? - "Yes, thank you.")
18* Ask permission to use or to do something. ("Can I smoke here?")
19* Give simple compliments about food, clothing, or housing. ("I like your watch.")
20 Ask simple questions about another person's name and background. ("Who's that?" - Tran. - "Where's he from?" - Vietnam.)
21 Identify major United States holidays. ("New Years Day"; "Thanksgiving"; etc.)

Telephone (Tel) (There are no competencies for Telephone at this level.)

Time (Tim)
10* Ask about and give dates when asked. (When is your daughter's birthday? - "November 23rd.")
11* Write the date as requested on a variety of forms.
12 Ask and answer questions using general time phrases. (When does school start? - "Next Monday." - When did you come to the U.S.?- "Last year.")
13 Read and write clock time. (A QUARTER AFTER TEN --- 10:15; TWENTY MINUTES TO ELEVEN --- 10:40)

TOPICS - Part I:

Banking (Ban):
- 7* Fill out deposit/withdrawal slips.
- 8 Buy and fill out an international money order.

Community Services (CmS):
- 11 Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)
- 12 Fill out a change of address form, with assistance.
- 13 Ask simple questions to determine correct postage. ("How much is this letter by airmail?")

Employment-Finding A Job (EFJ):
- 15* Read want ads and identify skills needed for a job.
- 16* Describe previous work experience, job skills, qualifications and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")
- 17 Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary. Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required"' "full-time.")
- 19 Answer basic questions about educational background, including dates and location (s) (by country). (What is your educational background?)
- 20 State long-term work goals. ("I'd like to be a supervisor.")

Employment-On the Job (EOJ)
- 19* Give simple one-step instructions to co-workers. ("Put the tools over there.")
- 20* Follow simple two-step instructions on the job. (Take this and put it on the shelf.)
- 21* Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. ("I'm sorry. I won't do it again.")
- 22* Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")
- 23* Report specific problems encountered in completing a task. ("I don't have any more paper.")
- 24 Read first name and department on employer name tags. (ROSE. DEPARTMENT 10)

Health (He)
- 22* Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")
- 23* Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
- 24* Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time --- after school or work hours.
- 25* Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
- 26 Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
- 27 State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")
- 28 Fill out a simple insurance form with assistance.
- 29 Respond to simple questions about physical condition or disability. (Do you have any health problems?-- " I have allergies.")

Housing (Hou)

14* State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental-date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")

15* Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd ike to move in on June 19.")

16* Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")

17 Ask about and follow special instructions on the use of an apartment or housing. (Take out the garbage on Thursdays.)

18 Ask about and follow instructions for using/maintaining common household equipment and facilities-defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")

19 Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")

Shopping (Sho)

20* Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")

21 Read supermarket/department store newspaper ads or use coupons for comparative shopping (FLORIDA ORANGES, 5 LB. BAG $1/79)

22 Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)

23 Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)

24 Request a particular color or style of clothing. ("Do you have this in light blue?")

Transportation (Tra)

13* Ask where a bus/train is going, where it stops, and which buses/ trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")

14* Read an arrival/departure information aboard in an airport or bus/train station.

TOPICS - Part II:

Clarification (Cla)

12* Ask for clarification using a partial question with appropriate gestures. (Go to the cafeteria. "Go to..?")

13* Spell or write something for purposes of clarification.

14* Repeat instructions to verify comprehension. (Go to Room 4. - "Room 4?")

Directions (Dir)

11* Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)

Money (Mon)

8 Report problems in using coin-operated machines. ("I LOST A QUARTER IN THE MACHINE.")

Personal Identification (Per)

(There are no competencies for Personal Identification at this level.)

Social Language (Soc)

22* Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")

23 Suggest appropriate clothing/activities based on the weather. ("It's very cold. You should wear a hat.")

24 Talk about personal interests, recreation, or hobbies. ("I like to cook.")

25 Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")

26 Thank someone for help or for a gift in a variety of ways. ("Thank you for the gift. It's very nice.")

Telephone (Tel)

7* When answering the telephone, locate the person requested or indicate that the person is not here, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")

8* Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")

9 Make a long-distance call by direct dialing, or with the help of an operator.

Time (Tim)

(There are no competencies for Time at this level.)

TOPICS - Part I:

Banking (Ban):
9* Fill out the required forms to open a checking or savings account with assistance.
10 Read a savings and checking account statement.

Community Services (CmS):
14 Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")
15 Respond to postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. (What's inside?-"Clothing." What's the value - "$25.00")
16 Respond to serious weather conditions based on a TV, radio, or telephone warning. (There's a tornado watch until 10:00 tonight.)
17 Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")
18 Read and respnd appropriately to written communications from child's school --- shortened school day, vacation, parent-teacher meeting.
19 Read basic information on child's report card. (P = PASS; F + FAIL)
20 Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")
21 Fill out postal forms, suh as letter registration forms, without assistance.
22 Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

Employment-Finding A Job (EFJ):
21* Fill out a standard job application form; ask for assistance when needed.
22* Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
23* Find out about benefits for a new job. ("What kinds of benefits are available?")
24* State own ability to use tools, equipment, and machines. ("I can operate a fork-lift.")
25* State own strengths related to work. ("I learn quickly.")
26 Respond appropriately to an employer's decision about a job, whether accepted or rejected. (I'm sorry, but the job is filled. - "Do you have any other openings?")

Employment-On the Job (EOJ)
25* Respond to multiple-step oral instructions without visual references. (Take the box in the mailroom and put it on the top shelf.)
26* Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")
27 State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in three weeks because I'm moving.")
28 Request a letter of reference. ("Could you write a reference letter for me?")

Health (He)
30* Telephone or write a simple not to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she had the flu.")
31* Read warnings, storage directions, and emergency instructions. (REFRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)
32* Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")
33* Respond to questions about means of payment. (Do you have Medicaid or personal insurance?- "Medicaid.")
34 Fill out a simple medical history form with assistance. May use bilingual materials if needed.
35 Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")
36 Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

Housing (Hou)

20* Arrange for installation or termination of household utilities. ("I'd like to have a telephone installed as soon as possible.")
21* Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")
22* Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")
23 Read classified ads and housing notices.
24 Read utility meters and bills.
25 Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

Shopping (Sho)

25 Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words. (Wash in cold water.)
26 Read names of different types of stores. (HARDWARE; JEWELRY)
27 Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

Transportation (Tra)

15 Read printed bus/train schedules.

TOPICS - Part II:

Clarification (Cla)

15* Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
16 Ask for clarification by giving alternatives. ("Fifteen or fifty?")
17 Rephrase one's own explanation/statement. ("He's not here." - What? - "He's absent.")

Directions (Dir)

12* Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")
13 Use a map to find a place.

Money (Mon)

(There are no competencies for Money at this level.)

Personal Identification (Per)

(There are no competencies for Peronsl Identification at this level.)

Social Language (Soc)

27* Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")
28* Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
29* Ask about the appropriateness of actions according to customs/ culture in the United States. ("Is it all right to wear my shoes in the house?")
30* Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")
31* Request advice about resolving personal problems. ("I had an accident. What should I do?")
32 Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
33 Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

Telephone (Tel)

10* Take a short telephone message. ("Dr. Smith called. Call him back at 10:00.")
11* Leave a short message. ("This is Tran. I'll call back at 9:00".)
12* Use the telephone book to find telephone numbers.
13 Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.
14 Respond appropriately to recorded messages and instructions. (At the sound of the tone, leave your name and number. - "This is Tran. Please call me. My number is...")

Time (Tim)

(There are no competencies for Time at this level.)

MELT - Level 6 Competencies (* = key competencies)

TOPICS - Part I:

Banking (Ban):
(There are no competencies for Banking at this level.)

Community Services (CmS):
23* Assist others in reporting an emergency with limited translation as necessary.
24 Obtain information about local public recreational facilities and entertainment from pre-recorded messages.
25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
26 Read information about education, health, and other community services in a community newsletter.
27 Accompany and assist a person at a clinic or in an emergency room.

Employment-Finding A Job (EFJ):
27* Make a follow-up call about a job application. ("Did the manager review my application?")
28* Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" - Yes, we do.) ("What jobs are available?")
29 Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
30 Write a basic resume with assistance.

Employment-On the Job (EOJ)
29* Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
30 Read a simple work memo, asking for assistance if necessary.
31 Fill out accident report forms with assistance.
32 Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
33 Read own employment reviews, including explanations of promotion or probation.
34 Read most simplified on-the-job audio-visual training materials for entry-level jobs.
35 Read and fill out health insurance forms with the use of bilingual reference materials.
36 Read basic non-technical personnel policies and benefit documents with assistance, if needed.
37 Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")

Health (He)
38 Fill out a standard medical history form with assistance.
39 Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)
40 Read routine clinic notice/reminders --- hours, payment requirements, policies concerning canceled appointments.

Housing (Hou)
26* Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")
27 State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

Shopping (Sho)
28 Read food labels and follow directions for preparing food.

Transportation (Tra)
16 Fill out a state driver's license application.
17 Ask for information in order to purchase a used car. ("What's the mileage?")
18 Answer a police officer's questions regarding a car accident or traffic violation. (How fast were you going? - " 55.")

TOPICS - Part II:

Clarification (Cla)

18* Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." - What? - "There is a box in the hall. Take it to the office.")

Directions (Dir)

14 Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

Money (Mon)

9 Write information related to personal income on forms, such as employment and training applications.

Personal Identification (Per)

17* Describe self and members of immediate and extended family, giving specific details about background.

Social Language (Soc)

(There are no competencies for Social Language at this level.

Telephone (Tel)

15 Use the yellow pages of the telephone book to find specific types of businesses, products, and services.

16 Make and receive collect and person-to-person, operator-assisted calls.

Time (Tim)

(There are no competencies for Time at this level.)

MELT - Level 7 Competencies (* = key competencies)

TOPICS - Part I:

Banking (Ban):
11 Fill out a loan application with assistance.

Community Services (CmS):
28* Report a suspected loss or theft. ("I didn't get my check in the mail. I think some stole it.")
29 Get information from local media sources --- newspaper, TV, and radio --- on education, legal aid, health, and other community services --- to obtain a fishing license, legal advice, etc.
30 Order merchandise by mail.
31 Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")

Employment-Finding A Job (EFJ):
31 Write a cover letter and follow-up letter when applying for a job, with assistance.

Employment-On the Job (EOJ)
38* Read written safety regulations and operating instructions for tools and equipment.
39 Explain a technique or the operation of a complicated machine, such as a drill press.
40 Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
41 Write a short work memo.

Health (He)
41 Read immunization requirements for school or work.

Housing (Hou)
28* Ask about and answer questions regarding a lease or rental agreements.
29 Read a non-simplified housing lease or rental agreement and fill it out with assistance.

Shopping (Sho)
29 Write a letter to question a bill.
30 Read consumer protection laws and product warranties.

Transportation (Tra)
19 Fill out a car accident report.
20 Describe common car problems in need of repair. ("My car won't start.")
21 Ask and answer questions and read information related to buying car insurance.
22 Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's the cheapest way I can fly round-trip from New York to San Francisco?")

TOPICS - Part II:

Clarification (Cla)
19* Paraphrase complex ideas or difficult concepts.

Directions (Dir)
15* Write and follow simple directions to a place which are given over the telephone.

Money (Mon)
(There are no competencies for Money at this level.)

Personal Identification (Per)
18* Fill out a variety of forms including --- but not limited to --- credit applications, tax forms, medical forms, and school registration forms.

Social Language (Soc)

34* Initiate and maintain a conversation about movies, TV shows, sports events, and speakers / formal talks on most non-technical subjects.
35 Order a meal from a menu in a restaurant.
36 Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")
37 Get information about the weather, time, business hours, etc., from most recorded announcements.
38 Enter into ongoing social conversations on a variety of topics.

Telephone (Tel)

17* Use the telephone to make routine social plans.
18* Use the telephone to obtain entailed information about products, services, and entertainment.

Time (Tim)

(There are no competencies for Time at this level.)

ELM BRANCHES OUT! - LEVEL 0

Student Competency Check Sheet

Name: ____________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

Per 3*	Spell, read, and print own name
Soc 1*	Introduce oneself using simple language
Soc 2*	Give and respond to simple greetings and farewells - non verbal

DESCRIBING - MELT COMPETENCIES:

Cla 1*	Expresses a lack of understanding. ("I don't understand.")
Cla 2*	Ask someone to repeat. ("Please repeat it again.")
Per 4*	Copy basic personal information, including name, SS number, telephone number on simplified form
Tel 1*	Identify the symbol or read the sign for public telephone

RELATIONSHIPS - MELT COMPETENCIES:

Per 1*	Responds to basic questions regarding title and marital status
Per 4*	Copies basic personal information including title and marital status, and sex

ENVIRONMENT - MELT COMPETENCIES:

Time 2*	Read clock time on the hour and half hour.
Time 4*	Read the days of the week.

HEALTH - MELT COMPETENCIES:

CMS 1	Read emergency words. (Fire, Police, Poison)
CMS 2	Read, say, and dial telephone numbers of emergency services.
EOJ 6*	Respond to simple oral warnings of basic commands about safety.
He 2*	State need for medical help.

SHOPPING - MELT COMPETENCIES:

Sho 2*	Ask price of shopping items
Sho 3*	Read a limited number of basic store signs.

MONEY / BANKING - MELT COMPETENCIES:

Mon 1*	Identify United States coins and bills by name and value.
Per 5*	Present identification upon request.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 2*	Ask for location of a place. ("Where is the bathroom?")
Dir 3*	Read, say, and copy numbers as used on streets and buildings.
Tra 2*	Read a limited number of symbols or transportation / pedestrian signs.

OCCUPATIONS - MELT COMPETENCIES:

EFJ 2*	State current job status.
EOJ 1*	Ask if a task was done correctly. ("OK?")
EOJ 2*	Ask simple clarification questions about rutine job tasks and instructions ("Please repeat."; "Do this?")
EOJ 7*	Read common warning or safety signs at the work-site.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 3*	Spell name and address and report an emergency in home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.

Vocabulary Introduced At 0 Level

add (+)
address
age
alphabet
am

birth
birthday
book
bus

calendar
can
caution
cent
circle
city
class
clock
close
code
common-law
computer
consonants
copy
country

danger
date
day
dime
divorced
do
dollar
don't walk

emergency
English
enter
exit

female
fire
first
Friday

go
good-bye

half dollar
half hour
have
hello
help
hi
hour
how much

I
I'm
ID card
in
information
is
it

job

keep
keyboard

last
learn
lesson
letters
listen

male
marital status
married
match
men
minute
Miss
Monday
money
Mr.
Mrs.
Ms.
my

name
need
nickel
no smoking
number

o'clock
off
OK
on
open
operator
out

page
paper
parking
pencil
penny
phone
poison
police
print

quarter

question

read
restroom

Saturday
say
see
sex
sign
signature
single
slippery
slow
social security
sounds
state
stop
street
Sunday

teacher
telephone
that
the
this
Thursday
time
title
today
total
Tuesday

underline
United States

vowels (a, e, i, o, u)

wait
walk
watch out
Wednesday
week
what's
where
women
words
write

year
yes
yield
you
your

zero
zip

ELM BRANCHES OUT! - LEVEL 0

Student Competency Check Sheet

Name: ____________________________________

ALPHABET LETTERS IN CONTEXT

(Teach the letters and their sounds in context. Possible list of words used in lessons. Personalize for the individual student.)

Consonants

B, b	book, birth, bus,
C,c (hard)	copy, close, class, clock, calendar, caution, country, can
C,c (soft)	circle, city, citizen, cent,
D, d	do, day, date, down, danger, dime, dollar,
F, f	fire, female, Friday
G, g	goodbye, go
H, h	hi, hello, help, home, hour, have
J, j	job, jail
K, k	keep
L, l	letters, listen, look, lesson, learn, love,
M, m	match, middle, men, married, Mr., Mrs., Monday, money, map,
N, n	name, number, no, need, nickel,
P, p	print, pencil, paper, page, parking, police, phone, penny, poison
Q, q	quarter, questions (?)
R, r	read, restroom,
S, s	say, sounds, sign, street, state, sex, signature, slow, stop, social security, single, Saturday, Sunday,
T, t	top, telephone, teacher, time, Tuesday, Thursday, today, title,
V, v	vowel, visit,
W, w	words, write, wait, walk, women, Wednesday, week,
X, x	Xerox
Y, y	you, yes, year,
Z, z	zip code, zero

Vowels (short sounds)

a	alphabet, add (+), address, avenue, am
e	exit, enter, end, English,
i	in, information
o	off, operator, out
u	up, underline

Vowels (name sounds)

a	age, am
e	emergency
i	I
o	open, OK, o'clock
u	United States

MELT COMPETENCIES:

Per	3*	Spell, read, and print own name
Soc	1*	Introduce oneself using simple language
Soc	2*	Give and respond to simple greetings and farewells - non verbal

VOCABULARY:
ID name, first name, last name; greetings: hello, hi, good-bye; What is your name? What's What is your first name? What is your last name? My name is...; classroom directional words: listen, say, copy, print, write; classroom words: book, paper, pencil, computer...

LISTENING:
TPR and mime role plays for identification and non verbal greetings, listen to video tapes for letter names and sounds; listen to jazz chants

SPEAKING:
Modeled participation, video tapes, audio journal to learn sounds of English; TPR for classroom directional and context words; role plays introductions, introduce jazz chants

READING:
Computer programs and / or exercises for left right progression and visual discrimination, VAK to learn to write name and selected other words in vocabulary list, video tape for names and sounds of letters

WRITING:
Visual discrimination exercises, write alphabet letters, starts journal with name, labels personal items with name

FUNCTIONAL SKILLS:
Follow basic directional words in classroom
Identify letters of the Roman alphabet
Introduction of self
Left-right progression
Write letters of the Roman alphabet

COMMUNITY SKILLS:
Non-verbal greetings and farewells
Simple greetings and farewells

RESOURCES:
Teacher made materials:
    ID form, alphabet cards, vocabulary cards
Student writing journals
Access: Parts 1, 2, 3 - Ch. 1
Before Book One: Appendix - Part Two
Beginning English Day by Day: Introduction
Building Life Skills 1A : Unit One
Building Life Skills 1A WB: Unit One
Crossroads -1 SB: Unit 1, Appendix
Crossroads -1 RM: Unit 1, Appendix
Cuing In: Lessons 2, 3
Entry to English Literacy-1: Units 1, 2, 4
ESL Literacy-SB: Unit 1
ESL Literacy-TR: Flashcards Unit 1, App.
First Steps Reading & Writing
In Print: Ch.1
Laubach Way to English-SB: Unit A
Laubach Way to English-TM: Intro, Unit A
Life Prints - 1 SB: Pre. Lesson A

RESOURCES continued:

Life Prints - 1 RM: Pre. Lesson A
Literacy in Lifeskills-1: Ch. 1, 2, 3
Literacy in Lifeskills-2: Ch.1
Real Conversations -1: Unit 5-Lessons 1, 2A
Real Life English-Pre Literacy: Unit 1, Appendix
Small Talk, More Jazz Chants from: 1- 4, 2-1, 5
Start Write: Units 1, 2
Survival English: Unit 1
Video: TV Tutor Consonant Sounds & Letters
CAI: Project Star, Disk 1.0 (Basic Discrimination)

MELT COMPETENCIES:

Cla	1*	Expresses a lack of understanding. ("I don't understand.")
Cla	2*	Ask someone to repeat. ("Please repeat it again.")
Per	4*	Copy basic personal information, including name, SS number, telephone number on simplified form
Tel	1*	Identify the symbol or read the sign for public telephone

VOCABULARY:
Number symbols (0 - 10), social security number, telephone / phone number, identification form (ID); How many?, Is this....? Do you have a question?, This is...., That is...., It is...., What is....(your ....number?) I need.....(a pencil), Please repeat. Please say it again. I don't understand., What?, What did you say?

LISTENING:
Number bingo, express lack of understanding, request repetition, mime non verbal expressions for repetition and for lack of understanding, listen to videos for numbers, letter names and sounds, jazz chants

SPEAKING:
Modeled participation and role plays communicating lack of understanding and / or need to repeat, number bingo, audio tape journal for practicing numbers and letters, paired games with numbers, interview sheets to collect group telephone and / social security numbers, respond to video tape for numbers, letter names and sounds, jazz chants

READING:
Flashcards for number symbols, phone symbol, ID data form information, discrimination exercises on computer disk

WRITING:
Visual discrimination exercises, ID form, start student journals with modeled sentences....."My name is.... " "My social security number is...." " My telephone number is ...."

FUNCTIONAL SKILLS:
Follow basic directional words
ID form with first and last name, SS #, telephone number
Identification of self
Identify letters of the Roman alphabet
Identify numbers 0 - 10
Left- right progression
Write letters of the Roman alphabet
Write numbers 0 - 10

COMMUNITY SKILLS/ RESPONSIBILITIES:
Identify number symbols 0 - 10
Identify symbol / sign for telephone
Introduce self

RESOURCES:
Teacher made materials:
    ID form, alphabet cards, vocabulary cards
    Number Bingo cards
Pictures from magazines
Student audio dictated journals
Student writing journals
Access: Part 3, Ch. 2, App.
Before Book One: App.- Part 2, Unit 1
Beginning English Day by Day: Introduction
Building Life Skills 1A WB: Unit 2

RESOURCES continued:

Crossroads-1SB: Unit 2, Appendix
Crossroads-1 RM: Unit 2, Appendix
Cuing In: Lessons 4,6
Entry to English Literacy-2: Introduction
ESL Literacy-SB: Unit 2
ESL Literacy-TR: Flashcards Unit 2, Appendix
First Steps-Reading & Writing
From the Start Book 1:- Unit 1
From the Start WB 1: Unit 1
In Print: Ch.1
Laubach Way To English - WB 1: Unit B
Life Prints - 1 SB: Pre.Lessons A, B
Life Prints - 1 RM: Pre.Lessons A, B
Literacy in Lifeskills-1: Chs. 1,2,3, 4
Real Conversations B.1: Unit 1- Lesson 1
Real Life English-Pre Literacy : Unit 1, Appendix
Small Talk, More Jazz Chants from: 1- 4
Survival English: Unit 1
Video: TV Tutor Consonant Sounds & Letters
CAI: Project Star, Disk 1.0 (Basic Discrimination)

MELT COMPETENCIES:
Per 1* Responds to basic questions regarding title and marital status
Per 4* Copies basic personal information including title and marital status, and sex

VOCABULARY:
Title, Ms., Mrs., Mr., marital status, single, married, common law, divorced, sex, male (M), female (F), "Are you....(married, single...)" ? I am ....

LISTENING:
Role play interiviewing for basic ID questions such as title, name, address, marital status, jazz chants, listen to video tapes for letter names and sounds

SPEAKING:
Role play interiviewing for basic ID questions such as title, name, address, marital status. Use student audio tape journals in pairs for interviews, jazz chants, respond to video tapes for letter names and sounds

READING:
Visual discrimination tasks, left right progression, using VAK - practice whole words used on ID data form

WRITING:
Discrimination exercises, complete simple ID forms using a variety of formats such as for registering at various community agencies, add to writing journal with modelled sentences regarding title and marital status.

FUNCTIONAL SKILLS:
Identify letters of the Roman alphabet
Identify number symbols
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS:
Complete data form information including title, marital status, sex
Introduction and greetings with titles

RESOURCES:
Teacher made materials:
ID form, alphabet cards, vocabulary cards, student writing journal
Access: Chs. 2, 5
Crossroads -1 SB: Unit 2, Appendix
Crossroads -1 RM: Unit 2, Appendix
Cuing In: Lessons 11,12,13
Entry to English Literacy -1: Unit 5
ESL Literacy-SB: Unit 2, Appendix
ESL Literacy-TR: Flashcards Unit 2, Appendix
First Steps-Reading & Writing
Laubach Way to English-SB: Unit C
Life Prints - 1 SB: Pre.Lesson A
Life Prints - 1 RM: Pre.Lesson A
Literacy in Lifeskills -1: Chs. 1,2
Literacy in Lifeskills - 2: Ch.5
Real Life English-Pre Literacy : Unit 1
Small Talk, More Jazz Chants from: 1- 4
Survival English: Unit 2
Vistas-1 : Getting Started
Vistas-1 WB: Getting Started
CAI: Project Star, Disk 1.0 (Basic Discrimination)
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

Time 2* Read clock time on the hour and half hour.
Time 4* Read the days of the week.

VOCABULARY:

Time, day, today, date, hour, half/hour, born, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, calendar, "What time is it?", "What day is it?", "Today is..." , "The time is...", "It is....(time)", birthdate, numbers 11 - 60

LISTENING:

Use student made clocks (cardboard circle with hands using clasp that allows movement) to respond to TPR instructions on time, modeled paired demonstrations. Use computer generated or copy of calendar for days of week in calendar bingo, video program for letters and their sounds continued, audio tapes

SPEAKING:

Patterned dialogues in paired and game settings, flash card games, calendar / time bingo, TPR calendar kit game board, responding to video letter names and sounds

READING:

Visual discrimination exercises, identification of letters and sounds using tapes and video program, whole word recognition key vocabulary, read numbers 0 - 60 associated in context of time and calendar, reads total number in "dice throw" and card number games, calendar / time bingo

WRITING:

Visual discrimination exercises, writes day and date on all papers, uses date in student audio journal and writing journal, writes number symbols 0 - 60

FUNCTIONAL SKILLS:

Identify letters of the Roman alphabet
Identify number symbols
Responds when asked time, day, date
Understands time, day, date
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:

Reads time on store, agency, community signs
Understand time and importance of respecting use

RESOURCES:

Teacher / student made materials:
    alphabet cards, vocabulary cards, clocks
Student writing journal
Basic Vocabulary Builder Blackline Masters: 14
Access: Chs. 2, 4
Before Book One: Unit 2
Crossroads-1SB: Unit 7, Appendix
Crossroads-1 RM: Unit 7, Appendix
Cuing In: Lessons 7, 8
Entry to English Literacy - 2: Unit 5
ESL Literacy-SB: Units 3, 4
ESL Literacy-TR: Flashcards Units 33, 4
First Steps-Reading & Writing
From the Start Book 1 : Units 2, 3, 4
From the Start Book 1 WB: Units 2, 3, 4
Life Prints - 1 SB: Pre.Lessons A, B, C

RESOURCES continued:

Life Prints - 1 RM: Pre.Lessons A, B, C
Literacy in Lifeskills 1: Chs.5, 6
Literacy in Lifeskills 2: Ch.2
Real Conversations 1: Unit 3 - Lessons1, 2, 3
Real Life English-Pre Literacy : Unit 4, Appendix
Survival English: Unit 2
CAI: Project Star Disk 1.0 Basic Discrimination
Video: TV Tutor Calendar Words
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

CMS 1 Read emergency words. (Fire, Police, Poison)
CMS 2 Read, say, and dial telephone numbers of emergency services.
EOJ 6* Respond to simple oral warnings of basic commands about safety.
He 2 * State need for medical help.

VOCABULARY:
Help, stop, fire, danger, police, poison, "watch out", "call 911", "I need help", "no smoking",

LISTENING:
TPR and mime role plays in response to safety commands and stating need for medical help, listen to video tapes for letter names and sounds,

SPEAKING:
TPR role plays in response to safety commands and stating need for medical help, practice telephone calls telling operator need for help, vocabulary match card game

READING:
Computer programs and / or exercises for left right progression and visual discrimination, VAK for emergency words, video for letter names and sounds, vocabulary match card game

WRITING:
Visual discrimination exercises, writing number symbols, VAK for vocabulary emergency words, simple ID form

FUNCTIONAL SKILLS:
Complete simple data form
Follow oral warning directives
Identify letters of the Roman alphabet
Identify number symbols
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask operator for emergency help
Dial emergency telephone numbers
Read simple health related signs in community
Respond to safety imperatives
State need for emergency help

RESOURCES:
Teacher / student made materials:
ID form, alphabet cards, vocabulary cards,pictures from magazines, student writing journals
Crossroads -1SB: Unit 1, 2, Appendix
Crossroads - RM: Unit 1, 2, Appendix
Entry to English Literacy - 1: Unit 7
ESL Literacy-SB: Units 1, 2
ESL Literacy-TR: Flashcards Units 1,2
First Steps-Reading & Writing
Life Prints - 1 SB: Pre.Lessons A, B, C
Life Prints - 1RM: Pre.Lessons A, B, C
Literacy in Lifeskills 1: Chs.1, 2
Start Right! :Unit 3
Survival English: Unit 4
CAI: Project Star, Disk 1.0 (Basic Discrimination)
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

Sho 2 * Ask price of shopping items
Sho 3 * Read a limited number of basic store signs.

VOCABULARY:

Add, total, price, cost, cash, money, cent, dollar, cashier, exit, enter, open, closed, in, out, "What's the total?", "How much money?"

LISTENING:

TPR and role play in team pairs asking prices of various items, listen to video tapes for letter names and sounds, TPR directional words- in, out, open, closed

SPEAKING:

Role play paying for items, play 'What's the price' using price tag flash cards, responding to video tapes for letter names and sounds,

READING:

Visual discrimination tasks, left right progression, store signs, price tags, using VAK - practice whole words used on selected store signs, read cent and dollar symbols

WRITING:

Discrimination exercises, write numerals 31-100, use dollar and cent signs appropriately, applies basic skills in money addition lists

FUNCTIONAL SKILLS:

Add single digit numbers in dollar and cent form
Identify letters of the Roman alphabet
Identify number symbols
Respond to basic directional words on store signs
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:

Can ask cost of an item
Read and respond to basic information signs in stores
Respond to basic safety signs

RESOURCES:

Teacher / student made materials:
    ID form, alphabet cards, vocabulary cards,
Pictures from magazines, newspapers, flyers
Ideal "Community Signs"
Access: Ch. 6
Before Book One: Unit 2
Crossroads-1SB: Unit 5, Appendix
Crossroads-1 RM: Unit 5, Appendix
Cuing In: Lesson 8
Entry to English Literacy - 2: Unit 6
ESL Literacy-SB: Unit 5
ESL Literacy-TR: Flashcards Unit 5
First Steps-Reading & Writing
Life Prints - 1 SB: Pre.Lessons A, B, C
Life Prints - RM: Pre.Lessons A, B, C
Literacy in Lifeskills 1: Ch.5
Literacy in Lifeskills 2: Ch.3
Real Conversations 1: Unit 4-Lessons 1, 2, 3

RESOURCES continued:

Real Life English-Pre Literacy :Unit 4, Appendix
Survival English: Unit 6
Vistas-1 : Getting Started
Vistas-1 WB: Getting Started
CAI: Project Star, Disk 1.0 (Basic Discrimination)
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:
Mon 1 * Identify United States coins and bills by name and value.
Per 5 * Present identification upon request.

VOCABULARY:
Penny, nickel, dime, quarter, half dollar, dollar, coin, dollar bill, numbers 1 - 100, cent symbol, dollar symbol, "Do you have ID?", "Can I see your identification?"

LISTENING:
Role play asking for identification in paired groups, listen to video tapes for letter names and sounds, jazz chants,

SPEAKING:
Jazz chants, auction game (calling out the price with student cashier) role play asking for identification, responding to video tapes for letter names and sounds, number symbols 0 - 100

READING:
Computer programs and / or exercises for left right progression and visual discrimination, VAK to learn to read coin names and ID vocabulary, responds to written money amounts accurately

WRITING:
Visual discrimination exercises, students fill in ID cards, money amounts with appropriate symbols

FUNCTIONAL SKILLS:
Identify letters of the Roman alphabet
Identify number symbols
Respond to basic request for ID
Use appropriate signs for money
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:
Identify US coins and bills
Respond to request for ID

RESOURCES:
Teacher / student made materials:
  Play or real money-particularly coins
  3 x 5 cards for making student identification cards
Access: Part 3 - Ch. 2
Before Book One: Unit 2
Bridge to Literacy-English For Success: P. 15
Crossroads-1SB: Units 1, 2, 3, 5
Crossroads-1 RM: Units 1,2,3,5
Entry to English Literacy - 2: Unit 6
ESL Literacy-SB: Units 1,2,5
ESL Literacy-TR: Flashcards Units 1, 2, 5
First Steps-Reading & Writing
From the Start, Book 1 : Unit 4
From the Start, Book 1 WB: Unit 4
Life Prints - 1 SB: Pre.Lessons A, B, C
Life Prints - 1 RM: Pre.Lessons A, B, C
Literacy in Lifeskills 1: Ch.5
Real Conversations 1: Unit 3-Lessons 1, 2, 3
Settling In : Lesson 4
Small Talk, More Jazz Chants from: 10 - 4

RESOURCES continued:

Survival English: Unit 2
CAI: Project Star, Disk 1.0 (Basic Discrimination)
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

Dir 2* Ask for location of a place. ("Where is the bathroom?")
Dir 3* Read, say, and copy numbers as used on streets and buildings.
Tra 2* Read a limited number of symbols or transportation / pedestrian signs.

VOCABULARY:

Street, city, state, country, student's address, WALK, DON'T WALK, YIELD, STOP, bus stop, "Where is .... (bathroom, room #)?"

LISTENING:

Listen to video tapes for letter names and sounds, TPR transportation / pedestrian signs, paired questions regarding location of 'where is....' with non-verbal signals,

SPEAKING:

TPR main street kit for location practice reading street numbers, role play asking for locations, responding to video tapes for letter names and sounds

READING:

Computer programs and / or exercises for left right progression and visual discrimination, VAK for learning to read vocabulary community signs, reads personal address and street numbers, video tape for names and sounds of letters

WRITING:

Visual discrimination exercises, write alphabet letters, writes personal address, completes simple ID form

FUNCTIONAL SKILLS:

Follow simple oral directions
Identify letters of the Roman alphabet
Identify number symbols
Respond to pedestrian warning signs
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:

Ask for locations
Respond to traffic / pedestrian signs

RESOURCES:

Teacher made materials:
    Alphabet cards, vocabulary cards, student writing journals
    Community / Survival Signs
Access: Part 3, Ch. 3
Before Book One: Unit 1
Building Lifeskills 1: Unit 4
Crossroads-1SB: Units 4, 9
Crossroads- RM: Units 4, 9
Cuing In: Lessons 9, 10
Entry to English Literacy - 1: Units 5, 7
Entry to English Literacy - 2: Unit 1
ESL Literacy-SB: Unit 2
ESL Literacy-TR: Flashcards Unit 2
First Steps-Reading & Writing
From the Start, Book 1: Unit 5
From the Start, Book 1 WB: Unit 5
Literacy in Lifeskills 1: Ch.7
Real Conversations 1: Unit 5-Lessons 2B, C, 3, 4, 5

RESOURCES continued:

Real Life English-Pre Literacy : Unit 10, Appendix
Start Right: Unit 4
Survival English: Unit 5
CAI: Project Star, Disk 1.0 (Basic Discrimination)
TPR, Sky Oaks: Main Street kit
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

EFJ 2*	State current job status.
EOJ 1*	Ask if a task was done correctly. ("OK?")
EOJ 2*	Ask simple clarification questions about rutine job tasks and instructions ("Please repeat."; "Do this?")
EOJ 7*	Read common warning or safety signs at the work-site.

VOCABULARY:

Student's past job title(s), student, "I'm a ....(job title).","Is this OK?", OK, "Do this?" What work can you do?, CAUTION, SLIPPERY, WET FLOORS, WEAR SAFETY GLASSES, HARD HAT AREA (allow for input from students signs at individual work sites)

LISTENING:

Listen to video tapes for letter names and sounds, TRP and role play interview question regarding last job title, sign bingo, card games using past vocabulary for review, TPR work kit

SPEAKING:

Patterned dialogues around past job titles in paired and game settings, role play and practice asking if task was done correctly and regarding clarification.

READING:

Visual discrimination exercises using universal international sign shapes---match shapes, identification of letters and sounds using video program, letter bingo, word bingo

WRITING:

Visual discrimination exercises, VAK work site safety signs, allow students to mark paper work assignments with "OK", student journal writing with cloze sentence...."My last job was...". "My job is...." I am a ...."

FUNCTIONAL SKILLS:

Complete simple data form
Follow simple warning directions
Identify letters of the Roman alphabet
Identify number symbols
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:

Ask for verification
Interpret job related signs

RESOURCES:

Teacher / student made materials:
  ID form, alphabet cards, vocabulary cards,
  occupational picture cards
Student writing journals
Access: Unit 7
Crossroads-1SB : Unit 10, Appendix
Crossroads-1 RM: Unit 10, Appendix
Entry to English Literacy - 1: Unit 7
Entry to English Literacy - 2:
ESL Literacy-SB: Units 6,10
ESL Literacy-TR: Flashcards
First Steps-Reading & Writing
Real Life English-Pre Literacy : Unit 2, Appendix
Survival English: Unit 9
Vistas - Book 1: Getting Started

RESOURCES continued:

Vistas - Book 1 WB: Getting Started
CAI: Project Start, Disk 1.0 (Basic Discrimination)
TPR: Work Kit
Video - Work: Stage One 5-1
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 3*	Spell name and address and report an emergency in home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.

VOCABULARY:

Own name and address, emergency, alarm, fire, smoke, HIGH VOLTAGE, review previous emergency words, stamps, post office "How many stamps do you want?", " I want.....stamps." operator, police officer, fire department, "There's an emergency!"

LISTENING:

Role play telephoning home emergencies, understands request for name spelled and address reporting, role play visiting post office for stamps to ask for stamps, understands and responds to emergency words, play letter lotto and letter sound lotto,

SPEAKING:

Role play reports spelling of name and address over the telephone for emergency information, role play and / or visit post office for stamps, can name letters and give common consonant letter sounds,

READING:

Letter names, common warning signs, own name and address, post office sign, TPR community kit, emergency page in telephone book,

WRITING:

Completes data on address forms for post office, VAK emergency words, adds to student journal the purchase of stamps, report of emergency

FUNCTIONAL SKILLS:

Ask for stamps at post office
Identify letters of the Roman alphabet
Identify number symbols
Write letters of the Roman alphabet
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITY:

Dial operator for emergency and simple reporting
Read and respond to emergency signs

RESOURCES:

Teacher / student made materials:
    ID form, alphabet cards, vocabulary cards, student writing journals
    Community signs
Access: Unit 8
Crossroads-1SB: Unit 6, Appendix
Crossroads-1RM: Unit 6, Appendix
Cuing In: Lesson 5
Entry to English Literacy - 1: Unit 7
First Steps-Reading & Writing
Literacy in Lifeskills 1: Ch. 4
Real Life English-Pre Literacy : Unit 7, Appendix
Survival English: Unit 10
Vistas - Book 1: Getting Started
Vistas - Book 1 WB: Getting Started
CAI: Project Start, Disk 1.0 (Basic Discrimination)
Video: Stage One - Directions
Video: TV Tutor Consonant Sounds & Letters

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ___________________________

Level: _____ **Unit:** _______________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

____

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Suggested Techniques:

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Suggested Materials:

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Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL ONE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

Cla 1*	Express a lack of understanding
Cla 2*	Ask someone to repeat
Cla 3	Ask someone to speak slowly
Cla 4	Repeat something when asked to
Per 2*	Indicate which of own names are first, last, and middle
Per 3*	Spell, read, and print own name
Per 6	State ability to speak a language other than English
Soc 1*	Introduce oneself using simple language
Soc 2*	Give and respond to simple greetings and farewells

DESCRIBING - MELT COMPETENCIES:

EOJ 1*	Ask if task was done correctly
EOJ 2*	Ask simple clarification questions about routine job tasks and instructions
EOJ 3*	Respond to simple direct questions about work progress and completion of tasks
EOJ 5*	Sign name on time sheet
Per 4*	Copy basic personal information, including name, SS number, address, and age on simplified form
Cla 5	Ask the English word for something
Cla 6	Ask the meaning of something written in English

RELATIONSHIPS - MELT COMPETENCIES:

Per 1*	Respond to basic questions regarding name, ID/ SS #, country of origin, address, age, birth date and marital status
Soc 3*	Excuse oneself politely
Tel 1*	Identify the symbol or read the sign for public telephone
Tel 3*	Identify oneself on the telephone when answering and when calling
Tel 4*	Request to speak to someone on the telephone

ENVIRONMENT - MELT COMPETENCIES:

Time 1*	Ask and answer basic questions about time such as: days current months, yesterday/ today/tomorrow.
Time 2*	Read clock time on the hour and half hour.
Time 3*	Read and write digital time on the hour, half hour and quarter hour.
Time 4*	Read the days of the week.
Time 5*	Identify parts of the day - morning, afternoon, evening, and night.
Soc 4	State weather conditions in simple terms.

HEALTH - MELT COMPETENCIES:

He 1*	State own general condition in simple terms.
He 2*	State need for medical help.
He 3	Read simple signs related to health care.
Tel 2	Read and be able to dial a limited list of telephone numbers, such as 911, school, sponsor.
EOJ 6*	Respond to simple oral warnings of basic commands about safety.

ELM BRANCHES OUT! - LEVEL ONE - MELT COMPETENCIES

Student Competency Check Sheet

Name: ____________________________________

SHOPPING - MELT COMPETENCIES:

Hou 2*	Read exit route signs in housing.
Sho 1	State basic food needs.
Sho 2*	Ask the price of food, clothing, or other items in a store.
Sho 3*	Read a limited number of basic store signs.
Sho 4	State basic clothing needs.
Sho 5	Read aisle numbers.

MONEY / BANKING - MELT COMPETENCIES:

Ban 1*	Endorse a check.
Ban 2*	Provide proper ID upon request to cash a check or money order.
Mon 1*	Identify United States coins and bills by name and value.
Mon 2*	Read prices on tags or signs.
Mon 3*	Use money correctly to pay the total amount requested orally or in written form at a store, post office, vending machines, etc.
Per 5*	Present identification upon request.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 1*	Ask for the location of common places within a building.
Dir 2*	Ask for the location of a place.
Dir 3*	Read, say, and copy numbers as used on streets and buildings.
Dir 4*	Follow simple oral directions to a place.
Dir 5	Respond to simple questions about a destination.
Dir 6	Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also given orally.
Tra 1*	Ask the amount of local bus or train fares.
Tra 2*	Read a limited number of symbols or transportation / pedestrian signs.
Tra 3	Ask for a transfer.

OCCUPATIONS - MELT COMPETENCIES:

EFJ 1*	State previous occupations(s) in simple terms.
EFJ 2*	State current job status.
EFJ 3	State desire to work in simple terms.
EOJ 4*	Ask supervisor or co-worker for help.
EOJ 7*	Read common warning or safety signs at the work-site.
EOJ 8*	Read alpha-numeric codes.
EOJ 9*	Give simple excuses for lateness or absence in person.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 2*	Read, say, and dial telephone numbers of emergency services.
CMS 3*	Spell name and address and report an emergency in the home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.
CMS 5	Identify basic facilities, services and commonly seen community workers in the neighborhood/ community.
Hou 1*	Identify common household furniture / rooms.
Hou 3*	Identify basic types of available housing.

1993 ELM Branches Out! Student Competency Check Sheet for Level One

ELM Branches Out! Index Of Grammatical Structures

Student Competency Check Sheet for Level One

NAME____

Adjectives

___ Adjective + noun (good book)
___ Demonstrative (this book)
___ Of place (here, there)
___ Of time (today, tonight, tomorrow, last week)
___ Intensifiers (very, too, enough, so)
___ Possessive (his, hers, their)

Articles

___ Indefinite (a, an)
___ Definite (the)

Be

___ Be + adjective (She is smart.)
___ Contractions (I'm, he's)
___ Present Tense (am, is, are)

Nouns

___ Single / plural (egg, eggs)

Numbers

___ Cardinal (two rooms)

Prepositions

___ For, to, with, from, by
___ Prepositional phrases of place (in, on, under, at, on top of, etc.)
___ Prepositional phrases of time (at, from, by, on, in, etc.)

Pronouns

___ Demonstrative (take this)
___ Object (him, her)
___ Possessive (his, hers)
___ Subject (she, I)

Impersonal Subject

___ It (It's nice today.)
___ There is, There are

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability) (I can speak English.)

Questions and Punctuation

___ "Wh- questions" (who, what, where, when, how much, how many ?)
___ Yes / no questions (Do you have a job?)

ELM Branches Out! Index Of Grammatical Structures

Student Competency Check Sheet for Level One

NAME____

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present
___ Imperative, including negation (Look out! Stop! No smoking.)
___ Tense, present continuous
___ Subject - Verb Agreement
___ Present participle

Conjunctions and Punctuation

___ And, but (Happy, but tired)

Word Order

___ S V --- Subject + verb = complete sentence

ELM Branches Out! - LEVEL 1 - PERSONAL INFORMATION

MELT COMPETENCIES:

Cla	1*	Express a lack of understanding
Cla	2*	Ask someone to repeat
Cla	3	Ask someone to speak slowly
Cla	4	Repeat something when asked to
Per	2*	Indicate which of own names are first, last, and middle
Per	3*	Spell, read, and print own name
Per	6	State ability to speak a language other than English
Soc	1*	Introduce oneself using simple language
Soc	2*	Give and respond to simple greetings and farewells

VOCABULARY:

ID card, name, first name, last name, last name; greetings and farewells: hello, hi, How are you?, I am fine, goodbye; What is your name? What is your first name? What is your last name? My name is...; Please repeat, Please speak slowly, I don't understand, Say it again, listen, I speak ....(language), say, copy, print, circle, match, write, book, paper, pencil, computer...

LISTENING:

TPR and role plays for : introducing self, simple greetings / farewells, listens and responds to basic classroom directional words, listen to jazz chants, letter bingo game

SPEAKING:

Modeled participation for introductions, simple greetings / farewells, repeats basic directional words to indicate understanding as part of class room routine, TPR for classroom directional and context words; role plays introductions, excusing oneself politely, and obtaining clarification, jazz chants, use games asking for identification of action and repeating, speaking slowly, expressing need for clarification etc.

READING:

Voice activated computer programs to begin building basic vocabulary, VAK to learn to write name and selected other classsroom instructional words in vocabulary list, alphabet letters in order to spell for clarification

WRITING:

Write aphabet letters from sound dictation, starts jounal with first last and middle name, some students may wish to draw a picture of self to include in journal, labels personal items with first, middle, and last name

FUNCTIONAL SKILLS:

Follow basic directional words in classroom
Introduce self
Request clarification
Write full name for identification
Write letters of the Roman alphabet

COMMUNITY SKILLS:

Ask for repetition
Excuse self politely
Offer simple greetings and farewells
Respond to greetings and farewells

RESOURCES:

Teacher student made materials:
    ID form, vocabulary cards,
    student writing journals
Access: Part 3, Ch. 1
Beginning English Day by Day: Intro., Unit 1
Bridge to Literacy, English for Success: Unit 1
Crossroads-1SB: Unit 1
Crossroads-1RM: Unit 1

RESOURCES continued:

Cuing In: Lesson 3
Cuing In With Pictures: Lesson 1
English For Adult Competency, Book 1: Ch. 2
Entry to English Literacy-1: Units 1, 2, 4
ESL Literacy-SB: Unit 2
ESL Literacy-TR: Flashcards Unit 2
Expressways, English for Communication, Foundations A: Ch. 1
Expressways Workbook: Ch. 1
Fast Track-1A: Unit 1
First Steps-Reading & Writing
Here To Stay in USA: Unit 1
In Other Words, Life Skills Vocabulary in Context SB: Unit 1
In Other Words, Life Skills Vocabulary in Context TB: Unit 1
Jazz Chants: 44, 45
Laubach Way to English-SB: Unit A
Laubach Way to English-TM: Intro., Unit A
Life Prints - 1 SB:Unit 1
Life Prints - 1 RM: Unit 1
Literacy in Lifeskills-1: Chs. 1,2,3,
Literacy in Lifeskills-2: Ch.1
Longman Picture Dicitionary
On Your Way:Building Life Skills 1A : Unit s1, 2
Oxford Picture Dictionary
Preparing the Way, Beginning Listening: Units 6, 7
Real Conversations, Book 1: Unit 5, Lessons 1, 2A
Real Life English, Pre Literacy : Unit 1, Appendix
Real Life English, Book 1 : Unit 1
Settling In: Lesson 1
Shifting Gears: 34, 35
Speak English: Lesson 1
Speaking Up At Work: Units 1:2, 4:2
Small Talk, More Jazz Chants from: 1- 4, 2-1, 5
Start Write: Units 1, 2
Survival English: Unit 1
Vistas, Book 1: Unit 1
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Preparing the Way
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: Stage One: Work: Vol. 2, Lessons 5, 6
Video: TV Tutor Consonant Sounds & Letters

ELM Branches Out! --- Level 1 --- Describing

MELT COMPETENCIES:

Cla	5	Ask the English word for something
Cla	6	Ask the meaning of something written in English
EOJ	1*	Ask if task was done correctly
EOJ	2*	Ask simple clarification questions about routine job tasks and instructions
EOJ	3*	Respond to simple direct questions about work progress and completion of tasks
EOJ	5*	Sign name on time sheet
Per	4*	Copy basic personal information, including name, SS number, address, and age on simplified form

VOCABULARY:

Number words: zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve; find, yes, no, OK, street, city, state, zip code, age, social security, number, page, signature. How many? Do you understand? Is this OK? Do this? Are you finished? What is this? What is that? It is.... Where do you live? What is your address? I am..., Please sign your name. Your signature, please. on / off, in / out, at / next to,

LISTENING:

TPR and role play basic identification information and phrases for clarification, listen to jazz chants, play letter, number, and word bingo and / or matching games, TPR preposition concepts of on / off, in / out, at / next to using classroom objects

SPEAKING:

Jazz chants, set up paired interviews regarding basic information and clarification tasks, allow students to be caller for bingo games, TPR preposition concepts of on / off, in / out, at / next to using classroom objects with teams identifying action taken by other team. Ask students to identify native language and homeland placing their name and native language on a world map.

READING:

Voice activated computer programs to continue building basic vocabulary, VAK to learn to write number words and personal identification words, word bingo card game, continue letter name and sound identification

WRITING:

Student journal writing with identification vocabulary. Computer generated crosswords with selected lesson vocabulary.

FUNCTIONAL SKILLS:

Ask English word for object or action
Ask meaning of concrete action or object as written in English
Complete simple ID form with signature
Follow brief directions
Identification of self

COMMUNITY SKILLS/ RESPONSIBILITIES:

Ask clarification questions regarding job tasks and instructions
Respond to questions regarding routine instructions and tasks

RESOURCES:

Teacher / student made materials:
    ID form, crossword puzzles, student writing journals
Access: Part 3, Ch. 2
Beginning English Day by Day: Introduction, Unit 1
Bridge to Literacy, English for Success: Units 2, 4
Crossroads-1SB: Units 2, 3, 4
Crossroads-1TR: Units 2, 3, 4
Cuing In: Lesson 4
English For Adult Competency, Book 1: Ch. 1

RESOURCES continued:

ESL Literacy-SB: Unit 2
ESL Literacy-TR: Flashcards, Unit 2
Expressways Companion Workbook: Chs. 1, 8
Expressways, English for Communication Foundations A: Ch. 1
Fast Track-1A: Unit 1
First Steps-Reading & Writing
Here To Stay in USA: Unit 1
In Other Words, Life Skills Vocabulary in Context SB: Unit 1
In Other Words, Life Skills Vocabulary in Context TB: Unit 1
In Print: Ch. 2
Jazz Chants: 44, 45
Life Prints - 1 RM: Units 1, 4
Life Prints - 1 SB: Units 1, 4
Literacy in Lifeskills -2: Ch.1
Longman Picture Dictionary
On Your Way:Building Life Skills 1A : Unit 4
Oxford Picture Dictionary
Practical Words and Phrases, Deck 6
Preparing the Way, Beginning Listening: Unit 2
Real Conversations, Book 1: Unit 5
Real Life English, Book 1 : Unit 1
Real Life English, Pre Literacy : Unit 1, Appendix
Small Talk, More Jazz Chants from: 1- 4, 2-1, 5
Speak English: Lesson 2
Speaking Up At Work: Units 1, 2
Start Write: Unit 4
Survival English: Unit 1
Audio: Crossroads, Level 1
Audio: Preparing the Way, Unit 2
Audio: Real Life English, Level 1
CAI: Penn State Reading, Module 2, Lesson 2
CAI: Project Star, Level 1 series
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

Per 1*	Respond to basic questions regarding name, ID/ SS #, country of origin, address, age, birth date and marital status
Soc 3*	Excuse oneself politely
Tel 1*	Identify the symbol or read the sign for public telephone
Tel 3*	Identify oneself on the telephone when answering and when calling
Tel 4*	Request to speak to someone on the telephone

VOCABULARY:

Miss, Ms., Mrs., Mr., country of origin, address, age, date of birth, marital status, sex, male, female, single, married, common-law, divorced, Excuse me. operator, May I talk with....? May I speak to...? Who is this? Hello, this is....phone, telephone

LISTENING:

Model presentations and role play identification of self on the telephone, paired interviews regarding basic identification information using reporter techniques with tape recorder

SPEAKING:

Student audio journals providing basic identification information, role play brief telephone scenarios and excusing self,

READING:

Information requests on basic identification forms, telephone symbol and signs, Use writing assignment and share ID information in paired / large group

WRITING:

Use actual pictures of family or magazine pictures of "hero" and / news person (real or fictitious) and complete ID card for that individual. Write data in journal.

FUNCTIONAL SKILLS:

Complete data form information regarding marital status, sex
Introduction of self on telephone

COMMUNITY SKILLS:

Introduction and greetings with titles at work and socially
Read international sign for telephone, phone
Request to speak to someone on telephone

RESOURCES:

Teacher / student made materials:
ID form, student writing journals
Access: Part 3, Chs. 3,5
Bridge to Literacy, English for Success: Unit 1
Building Life Skills 1, A Communication Workbook: Unit 3
Crossroads-1SB: Unit 2
Crossroads-1TR: Unit 2
Cuing In: Lessons 11,13
English For Adult Competency, Book 1: Ch. 1
Entry Into English 1: Unit 2
Expressways Foundations A: Ch. 2
First Steps-Reading & Writing
Here To Stay in USA: Unit 1
In Other Words, Life Skills Vocabulary in Context SB: Unit 1
In Other Words, Life Skills Vocabulary in Context TB: Unit 1
Jazz Chants: 44, 45
Life Prints - 1 RM: Unit 1, 2, 3

RESOURCES continued:

Life Prints - 1 SB: Unit 1, 2, 3
Literacy in Lifeskills -2: Ch.5
Longman Picture Dictionary
Oxford Picture Dictionary
Real Life English, Book 1: Units 1, 3
Real Life English, Pre Literacy : Units 1, 3, Appendix
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lessons 1, 5
Small Talk, More Jazz Chants from: 1- 4,
Speaking Up At Work: Unit 2
Survival English: Unit 1
Audio: Building Life Skills, Unit 3
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: TV Tutor Consonant Sounds & Letters

MELT COMPETENCIES:

Soc 4	State weather conditions in simple terms.
Time 1 *	Ask and answer basic questions about time such as: days, current months, yesterday/ today/tomorrow.
Time 2 *	Read clock time on the hour and half hour.
Time 3 *	Read and write digital time on the hour, half hour and quarter hour.
Time 4 *	Read the days of the week.
Time 5 *	Identify parts of the day - morning, afternoon, evening, and night.

VOCABULARY:
Day, today, tomorrow, yesterday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, month(s), January, February, March, April, May, June, July, August, September, October, November, December, year, morning, afternoon, evening, night, hour, half hour, quarter hour, digital, time, clock, o'clock, A.M., P.M., shift, schedule, calendar, number symbols 1-31, season, spring, summer, fall, winter, weather, weatherman (woman), forecast, warm, hot, cool, cold, wind, windy, rain, rainy, raining, snow, snowy, snowing, sunny, favorite; It is ... o'clock. The time is... What time is it?, What is the weather?, Is it....(raining ...)?, My favorite time is...., My favorite season is...

LISTENING:
Modeled conversations, TPR calendar kit game, calendar video, role play---'This is your weather forecast......' (using picture cards of weather scenes which student appropriately displays,

SPEAKING:
Student role plays weather forecaster, time announcer, clock bingo, responds to calendar video, brief descriptions of weather from magazine pictures

READING:
Calendar for days of week and current month, clock time including digital, date, day, weather symbols and temperature from newspapers, shift schedule and hours as related to work and / or class schedule, calendar / weather bingo games

WRITING:
Use student made calendars to write in schedules, weather symbols, schedule cards for writing times, student journal writing to state date, weather symbol and brief description (It is raining.) Cloze sentences: It is ....., My favorite season is..., My favorite time is ..., Student uses day and date on all papers.

FUNCTIONAL SKILLS:
Ask time, day, date
Identify time, day, date, units of time, season, weather
Respond when asked time, day, date

COMMUNITY SKILLS / RESPONSIBILITIES:
Respond with weather statements in brief social conversations
Understand shifts, schedules for work / school
Understand time and importance of respecting

RESOURCES:
Teacher / student made materials:
    Student writing journals, paper clocks, schedule cards, calendars
A Conversation Book, English in Everyday Life: Unit 2
Access: Part 3, Ch. 4
Basic Vocabulary Builder: #'s 14, 27, 30
Bridge to Literacy, English for Success: Units 2, 3, 9
Building Life Skills 1, A Communication Workbook: Units 3, 5, 8
Crossroads-1SB: Unit 7
Crossroads-1TR: Unit 7

RESOURCES continued:

Cuing In: Lessons 7, 8
English For Adult Competency, Book 1: Ch. 1
ESL Literacy: Units 3, 4
ESL Literacy TR: Units 3, 4
Expressways,Foundations A: Chs.5, 6, 9
First Steps-Reading & Writing
Here To Stay in USA: Unit 3
In Print: Ch. 4
Life Prints - 1 RM: Units 2, 3
Life Prints - 1 SB: Units 2, 3
Literacy in Lifeskills -2: Ch.2
Practical Words and Phases: Deck 6-19
Real Conversations: Unit 3
Real Life English, Book 1: Unit 4
Real Life English, Pre Literacy : Unit 4
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lessons 9, 10
Shifting Gears: Lesson 25
Small Talk, More Jazz Chants from: 1- 4,
Speak English: Lesson 3
Survival English: Unit 2
Audio: Building Life Skills, Unit 5
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: TV Tutor Consonant Sounds & Letters
Video: TV Calendar
TPR Calendar kit

MELT COMPETENCIES:

EOJ 6*	Respond to simple oral warnings of basic commands about safety.
He 1 *	State own general condition in simple terms.
He 2 *	State need for medical help.
He 3	Read simple signs related to health care.
Tel 2	Read and be able to dial a limited list of telephone numbers, such as 911, school, sponsor

VOCABULARY:
Fine, happy, sad, tired, sick, help, label, pain, How are you? How do you feel?, I feel....., I need help., My .... hurts., I have pain in my ...., Go for help!, Telephone 911, Check In With Receptionist., Hospital, Clinic, Emergency, Pharmacy, Drug Store, Poison, Stop!, Watch Out!, Poison, Poison symbol, Put an 'x' in the box,

LISTENING:
Modeled dialogues, paired simple health interviews, TPR responding to warnings and health care signs, health care video, audio tapes, community signs related to health bingo

SPEAKING:
Role play clinic receptionist and incoming patient - with paired interviews, student assumes role of bingo caller, Role play worker checking on co-worker and seeking information regarding health, respond to health video

READING:
Poison symbol, computer generated vocabulary crossword puzzle, reading student generated list of essential telephone numbers, reading community signs in grid containing other vocabulary not in health care unit-have student circle items in health category and cross out items such as classroom objects that are not in that category. Have students identify magazine pictures showing people with student "reading" appropriate expressions.

WRITING:
VAK vocabulary words, complete simple health care form, write in journal with cloze sentences: "I feel..... " "Sometimes my ...... hurts.", "I need..." Have students label reading magazine pictures. Reading student generated list of essential telephone numbers.

FUNCTIONAL SKILLS:
Complete simple data form
Follow simple directions
Identifies with body language area of pain, injury, general feeling

COMMUNITY SKILLS / RESPONSIBILITIES:
Dial emergency telephone numbers
Emergency telephone contact numbers list for billfolds
Read simple health related signs in community
Respond to safety imperatives
State simple needs for help

RESOURCES:
Teacher / student made materials:
    Student writing journals, computer crossword puzzles
Access: Part 3, Ch. 5
Bridge to Literacy, English for Success: Unit 5
Crossroads-1SB: Unit 8
Crossroads-1TR: Unit 8
Cuing In: Lesson 14
English For Adult Competency, Book 1: Ch. 3
ESL Literacy: Unit 9
ESL Literacy TR: Unit 9
Expressways Foundations A: Ch. 6
First Steps-Reading & Writing

RESOURCES continued:

In Other Words: Unit 2
In Print: Ch. 1,5,9
Life Prints - 1 RM: Units 1, 5, 9
Life Prints - 1 SB: Units 1, 5, 9
Literacy in Lifeskills -2: Ch.4
Longman Picture Dictionary
On Your Way: Unit 3
Oxford Picture Dictionary
Practical Words and Phrases, Deck 6: 47
Real Conversations: Unit 3
Real Life English, Book 1: Unit 8
Real Life English, Pre Literacy : Unit 8
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lesson 18
Shifting Gears: Lessons 39, 40, 41, 44
Speak English: Lesson 8
Speaking of Pictures: Picture Unit 1
Start Right: Ch.2
Survival English: Unit 4
Audio: Building Life Skills, Unit 5
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: TV Tutor Consonant Sounds & Letters
Video: TV Calendar
Video - Health: Stage One
TPR Calendar kit

MELT COMPETENCIES:

Hou 2 *	Read exit route signs in housing.
Sho 1 *	State basic food needs.
Sho 2 *	Ask the price of food, clothing, or other items in a store.
Sho 3 *	Read a limited number of basic store signs.
Sho 4	State basic clothing needs.
Sho 5	Read aisle numbers.

VOCABULARY:
Open / Closed, Enter, Exit, Fire Escape, directional symbol signs (right, left, up stairs, down stairs) Check Out, Cashier, store, Sale, Cash, Credit Card, Customer Service, Meats, Produce, Dairy, Aisle, numbers 31 - 100, small, medium, large, extra-large, size, groceries, fish, meat, poultry, vegetables, fruit, rice, eggs, milk, cheese, bread, coffee, tea, ... clothing, shirt, pants, blouse, skirt, slacks, jeans, shorts, ... Where is / are.....? , I need....., How much is / are...? How many do you want?, It's in aisle number...., total, dollar, cent, add

LISTENING:
Role play shopping for clothing and foods, audio tape listening with picture dictionary, TPR with real clothing items and real or plastic models of food as welll as directional symbol word meanings, paired conversations between shopper and cashier/clerk, using numerous picture cards, pictures from newspaper flyers, etc. have students listen and place items in categories of fruit, vegetable etc. as caller names items,

SPEAKING:
Modeled presentations of conversations involving shopping vocabulary, role play in mock store set up with aisle numbers, categorization game in listening with students taking turns as caller (can also work in pairs with one placing in category and another checking)

READING:
Sorting and reading advertisements from news flyers, grocery store signs, housing exit route signs, aisle numbers in role plays, computer generated crossword puzzles of vocabulary, reading sales tickets and check out receipt (students can dictate receipt items and numbers while another writes same) Institutional residents could use their own commissary lists for reading

WRITING:
Make simple three to five item shopping list in food and / or clothing area, writes numbers 31-100, dollars and cents symbols, creates "wish" list of their choice of items in their journal, institutional residents could use their own commissary order lists for writing

FUNCTIONAL SKILLS:
Add single digit numbers
Create simple lists of selected foods and clothing
Respond to basic directional words

COMMUNITY SKILLS / RESPONSIBILITIES:
Can obtain pricing information for foods / clothing items
Read money totals on receipts
Respond to basic information signs in stores
Respond to basic safety signs

RESOURCES:
Teacher / student made materials:
  Student writing journals, computer crossword puzzles,
  newspaper adds / flyers, clothing items, food items (plastic)
  institutional commissary lists, variety of receipts
Access: Part 3, Ch. 6
Bridge to Literacy, English for Success: Unit 3
Crossroads-1SB: Units 3, 5
Crossroads-1TR: Units 3, 5

RESOURCES continued:

Cuing In: Lesson 8
English For Adult Competency, Book 1: Ch. 2
ESL Literacy: Unit 8
ESL Literacy TR: Unit 8
Expressways Foundations A: Chs. 4, 7, 13
First Steps-Reading & Writing
In Other Words: Units 5, 6
Janus Language Book - Shopping
Life Prints - 1 RM: Units 8, 11
Life Prints - 1 SB: Units 8, 11
Literacy in Lifeskills -2: Ch.3
Longman Picture Dictionary
Oxford Picture Dictionary
Practical Words and Phrases, Deck 6: 45
Real Conversations: Unit 4
Real Life English, Book 1: Units 5, 6
Real Life English, Pre Literacy : Units 5, 6
Speak English: Lesson 7
Start Right: Ch.2
Survival English: Unit 6
Audio: Crossroads, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: TV Tutor Addition
Video: TV Tutor Consonant Sounds & Letters

Elm Branches Out! - Level 1 - Money / Banking

MELT COMPETENCIES:

Ban 1 *	Endorse a check.
Ban 2 *	Provide proper ID upon request to cash a check or money order.
Mon 1 *	Identify United States coins and bills by name and value.
Mon 2 *	Read prices on tags or signs.
Mon 3 *	Use money correctly to pay the total amount requested orally or in written form at a store, post office , vending machines, etc.
Per 5 *	Present identification upon request.

VOCABULARY:
Penny, nickel, dime, quarter, half dollar, dollar, coin, dollar bill, numbers 1 - 100, cent symbol, dollar symbol, bank, teller, customer service, bill, total, cash, payment, amount, check, money order, subtract (-), coin return, empty, endorse, "Do you have ID?", "Can I see your identification?", Sign this, please. I want a money order, I want to cash my check. Can I have the bill?, What is the total amount?, Where is customer service?, I want to pay my bills., How much is the total?

LISTENING:
Role play asking for identification, requesting money services in paired groups, jazz chants, audio tapes, TPR using coins, receipts, money orders, simple addition and subtraction problems

SPEAKING:
Jazz chants, auction game (calling out the price with student cashier), role play asking for identification and money services, responding to video tapes, number symbols 0 - 100 as they demonstrate addition and subtraction problems

READING:
VAK to learn to read coin names and ID vocabulary, respond to written money amounts accurately, read price tag, sign, receipt / bill amounts , money orders, banking sign bingo, computer generated crossword puzzles,

WRITING:
Write money totals dictated orally using correct money symbols, create wish shopping list from newspaper advertisement and / or catalogs with money amounts and totally for amount due, endorses check

FUNCTIONAL SKILLS:
Accurately uses money correctly to pay specified amounts
Identify number symbols
Use appropriate signs for money
Write number symbols

COMMUNITY SKILLS / RESPONSIBILITIES:
Endorse a check
Identify US coins and bills
Respond to request for ID. for cashing check or money order
Understand need to pay bills accurately and timely.

RESOURCES:
Teacher made materials:
- Play or real money-particularly coins
- Price tags
- 3 x 5 cards for making student identification cards
- Newspaper ads, flyers, catalogs

Basic Vocabulary Builder Blackline Masters
Access: Part 3 - Ch. 6
Basic Adult Survival English: Unit 2
Beginning English Day By Day: Unit 3
Building Life Skills 1: Unit 6
Crossroads-1SB: Unit 5

RESOURCES continued:

Crossroads-1TR: Unit 5
English for Adult Competency: Ch. 8
English Step By Step With Pictures: Ch. 23
ESL Literacy-SB: Unit 5
ESL Literacy-TR: Flashcards, Unit 5
Expressways, Foundations A , SB: Ch. 5
Expressways, Foundations A , WB: Ch. 5
First Steps-Reading & Writing
In Other Words: Unit 9
In Print: Ch. 8
Life Prints - 1 SB: Units 3, 8
Life Prints - 1 TR: Units 3, 8
Literacy in Lifeskills 2: Ch.3
Longman Picture Dictionary
May I Help You? Chs. 2, 4
Money Math: Section A
Oxford Picture Dictionary
Preparing The Way: Units 3, 4
Real Life English, Pre Literacy: Units 5, 6
Real Conversations 1: Unit 4
Settling In: Lesson 4
Shifting Gears: Hardware Store Simulation
Small Talk, More Jazz Chants from: 10- 4
Speak English: Lesson 6
Survival English: Unit 1
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Preparing The Way
Audio: Real Life English, Level 1
Video: TV Tutor: Addition
Video: TV Tutor: Consonant Letters and Sounds
Video: TV Tutor: Subtraction

MELT COMPETENCIES:

Dir 1 *	Ask for the location of common places within a building.
Dir 2 *	Ask for the location of a place.
Dir 3 *	Read, say, and copy numbers as used on streets and buildings.
Dir 4 *	Follow simple oral directions to a place.
Dir 5	Respond to simple questions about a destination.
Dir 6	Follow a simple hand-drawn map to locate a place in an already familiar setting when directions are also g orally.
Tra 1 *	Ask the amount of local bus or train fares.
Tra 2 *	Read a limited number of symbols or transportation / pedestrian signs.
Tra 3	Ask for a transfer.

VOCABULARY:

Numbers 1- 100, address, map, go around, between, across from, turn right, turn left, go straight, turn back, north, east, west, block, mile, Take the bus., Where are you going?, Where is....(place)?, I am going to..., How much is the ti I have a transfer, please?, WALK, DON'T WALK, PEDESTRIAN CROSSING, BUS STOP, DANGER, YIELD,

LISTENING:

Number bingo, map games using teacher/student area maps and following oral directions given by teacher or anoth student, TPR directional words orally given, directional bingo, respond to video direction tape, play Main Street gam

SPEAKING:

Role play scenarios in the classroom and / or community involving asking for directions, providing information about destinations, asking for transfers and amounts of fares, TPR community sign symbols

READING:

Respond to community sign symbols appropriately, map symbols of directions, play various games such as Main Str directional bingo, reading vocabulary associated with game

WRITING:

VAK for pedestrian signs, crossword puzzles, draw map in student journal, write address for important others in jour

FUNCTIONAL SKILLS:

Ask for fare amounts
Follow simple oral and graphic directions to a place
Read numbers used on streets and buildings
Respond to traffic / pedestrian signs

COMMUNITY SKILLS / RESPONSIBILITIES:

Ask for directional help
Ask for transfer
Respond to directional help
Respond to traffic / pedestrian signs

RESOURCES:

Teacher / Student made materials:
 Printed maps, student generated maps, addresses,
 student journals, bus tokens and tickets / transfers
 computer generated crossword puzzles,
Practical Vocabulary Builder Blackline Masters
Access: Part 3 - Ch. 8
Bridge To Literacy, English for Success: Ch. 4
Crossroads-1SB: Unit 9
Crossroads-1TR: Unit 9
Cuing In: Lessons 9, 10
English for Adult Competency: Ch. 4

RESOURCES continued:

Expressways, Foundations A , SB: Ch. 3
Expressways, Foundations A , WB: Ch. 3
Fast Track 1 A: Unit 3
First Steps-Reading & Writing
Here To Stat In USA: Unit 10
In Other Words: Unit 7
Life Prints - 1 SB: Units 1, 4
Life Prints - 1 TR: Units 1,4
Longman Picture Dictionary
Oxford Picture Dictionary
Practical Words & Phrases, Deck 6: 28, 29, 33, 34
Real Life English, Pre Literacy: Units 5, 6
Real Life English, Book 1: Units 5, 6
Real Life English, WB 1: Units 5, 6
Real Conversations 1: Unit 4
Speak English: Lessons 3,5
Survival English: Unit 5
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Preparing The Way, Unit 5
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
TPR: Main Street Kit
Video: Stage One: Directions
Video: TV Tutor - Consonant Sounds and Letters

MELT COMPETENCIES:

EFJ 1 *	State previous occupations(s) in simple terms.
EFJ 2 *	State current job status.
EFJ 3	State desire to work in simple terms.
EOJ 4 *	Ask supervisor or co-worker for help.
EOJ 7 *	Read common warning or safety signs at the work-site.
EOJ 8 *	Read alpha-numeric codes.
EOJ 9 *	Give simple excuses for lateness or absence in person.

VOCABULARY:

Employment Office, Apply Within, Help Wanted, job, work, goals, title, occupations such as cook, laborer, janitor, dishwasher, driver, farmer, etc., I have been.... (occupation). , I want a job...., My work is..., My job is...., Do you have work / job?, What kind of work have you done?, I took training in...., I have done...., Can you show me....?, Can you help me?, alpha-numeric codes, aisle, box, bin, I'm sorry I'm late., I am sorry I was absent., I was sick...HIGH VOLTAGE, WET FLOORS, MEN WORKING, STOP, CRANES OVERHEAD, HARD HATS REQUIRED, SAFETY GLASSES REQUIRED, NO SMOKING,

LISTENING:

Modeled presentations of brief interviews at employment office, video presentations of work scenarios, audio tapes of occupational job titles, voice activated computer programs for simple job application, role play scenarios involving providing interest in work and past jobs, excuses for lateness or absence, alpha-numeric sorting and bingo games

SPEAKING:

Modeled presentations of brief interviews at employment office, respond to video presentations of work scenarios, paired interviews involving providing interest in work and past jobs, excuses for lateness or absence, group role play similar scenarios, alpha-numeric bingo games with student caller, TPR work kit, language experience approach for job goals

READING:

VAK for warning signs, voice activated computer application form, work video, individual job / occupation titles, sorting and organizing alpha - numeric numbers associated with aisles, bins, levels, etc., computer generated crossword vocabulary puzzles

WRITING:

Voice activated computer application form writing, complete a variety of simple ID / application forms, student journal - language experience concerning job goals, label pictures of workers from magazines, newspapers with name of job

FUNCTIONAL SKILLS:

Communicate desire to work
Communicate in simple terms job history
Communicate in simple terms job skills
Complete simple application

COMMUNITY SKILLS / RESPONSIBILITIES:

Complete simple interview for job with particular emphasis on body language.
Express need for help.
Interpret job related warning / safety signs
Offers apology for absence or lateness.

RESOURCES:

Teacher / student made materials:
- ID form, crossword puzzles
- student writing journals
- newspapers, magazines

A Picture's Worth A Thousand Words. A Vocabulary Book: # 12, 14

RESOURCES continued:

Access: Part 3, Ch. 7
Basic Vocabulary Builder Blackline Masters
Practical Vocabulary Builder Blackline Masters
Bridge to Literacy, English for Success: Unit 8
Crossroads-1SB: Unit 10
Crossroads-1TR: Unit 10
Cuing In With Pictures: Lessons 3, 5
English For Adult Competency, Book 1: Ch. 7
Expressways, Foundation A-SB: Chs. 2,5,8,11
Expressways, Foundation A-WB: Chs. 2,5,8,11
ESL Literacy-SB: Unit 10
ESL Literacy-TR: Flashcards Unit 10
Fast Track-1A: Unit 3
In Other Words, Life Skills Vocabulary in Context SB: Unit 10
In Other Words, Life Skills Vocabulary in Context TB: Unit 10
In Print: Ch. 4
Intercom 2000, Book 1: Unit 1
Life Prints - 1 RM: Unit 7
Life Prints - 1 SB: Unit 7
Practical Words and Phrases, Deck 6
Real Conversations, Book 1: Unit 3
Real Life English, Book 1 : Unit 9
Real Life English, Pre Literacy : Unit 9
Shifting Gears: Lessons 29, 39, 40, 41, 44, Job Interview Simulation
Speaking Up At Work: Units 2, 3, 4
Start Write: Unit 7
Survival English: Unit 9
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Penn State Reading: Job Application
CAI: Project Star, Level 1 series
TPR: Work Kit
Video: Stage One, Work
Video: TV Tutor - Consonant Letters and Sounds

MELT COMPETENCIES:

CMS 1*	Read emergency words.
CMS 2*	Read, say, and dial telephone numbers of emergency services.
CMS 3*	Spell name and address and report an emergency in the home by telephone in simple terms.
CMS 4*	Ask for stamps at post office.
CMS 5	Identify basic facilities, services and commonly seen community workers in the neighborhood/ community.
Hou 1*	Identify common household furniture / rooms.
Hou 3*	Identify basic types of available housing.

VOCABULARY:
Emergency, ambulance, fire, police, operator, elevator, fire extinguisher, policeman, fireman, postman, Police Department, Fire Department, Post Office, stamps, I want to buy ....stamps., I want to mail this letter., I want to register this letter., For Rent, Apartment, House, Condo, Duplex, Shelter, kitchen, bathroom, bedroom, living room, sink, refrigerator, stove, table, chairs, sofa, bed, dresser, TV, furnished, unfurnished

LISTENING:
Respond to TPR Home and Community kit, modeled presentations of dialing emergency numbers and asking for stamps at post office, role play similar scenarios

SPEAKING:
Respond to TPR Home and Community kit, modeled presentations of dialing emergency numbers and asking for stamps at post office, role play similar scenarios, using pictures of typical pieces of furniture in various rooms- identify and sort by general use, spells own name and address in reporting emergency, using magazine pictures and or picture cards - name furniture items and rooms

READING:
VAK for emergency sign words, housing signs

WRITING:
Complete change of address form for postal services, student journal: language experience-housing goals

FUNCTIONAL SKILLS:
Ask for postage.
Describe basic need for housing.
Identify basic household rooms and furniture items
Spell name and address for emergency reporting

COMMUNITY SKILLS / RESPONSIBILITY:
Communicate emergency
Complete form for change of address at post office
Dial operator for emergency
Identify common community workers

RESOURCES:
Teacher / student made materials:
  post office change of address forms
  student writing journals
  newspapers, magazines
A Picture's Worth A Thousand Words. A Vocabulary Book: # 41
Access: Part 3, Ch. 9
Practical Vocabulary Builder Blackline Masters
Basic Adult Survival English: Chapter 1
Bridge to Literacy. English for Success: Units 6, 7
Building Life Skills: Units 5,7,9
Crossroads-1SB: Unit 4
Crossroads-1TR: Unit 4

RESOURCES continued:

English For Adult Competency, Book 1: Ch. 5
Expressways, Foundation A-SB: Chs. 4, 7, 12
Expressways, Foundation A-WB: Chs. 4, 7, 12
ESL Literacy-SB: Unit 9
ESL Literacy-TR: Flashcards Unit 9
First Steps In Reading And Writing: Lesson 11
In Other Words, Life Skills Vocabulary in Context SB: Unit 8
In Other Words, Life Skills Vocabulary in Context TB: Unit 8
In Print: Ch. 7
Life Prints - 1 RM: Units 3, 4, 9,10
Life Prints - 1 SB: Units 3, 4, 9,10
Literacy In Lifeskills: Chs. 3, 9
On Your Way: Unit 4
Practical Words and Phrases: Deck 6
Real Life English, Book 1 : Units 2, 7
Real Life English, Pre Literacy : Units 2, 7
Settling In: Lessons 7, 11, 14
Speaking of Pictures Book 2: Renting an Apartment
Start Write: Unit 3
Survival English: Unit 10
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Moving On, Beginning Listening - 2: Unit 2
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
TPR: Home, Kitchen, Community Kits
Video: TV Tutor - Consonant Sounds and Letters

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ___________________________

Level: _____ **Unit:** ________________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

Suggested Techniques:

Suggested Materials:

1993 ELM Branches Out! Tutor Guide Sheet

Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

Per 7*	Write and read basic personal information including name, relationship and age of family members.
Per 8*	Respond to questions about own ethnic group.
Per 9*	Spell own name, country of origin and address when requested.
Per 10*	Respond to questions about own ability to speak, read, and write English or other language.
Per 11*	State the number of years of previous education or study of English.
Soc 5*	Answer simple questions about personal background and family.
Soc14	Ask for assistance in simple terms.
Soc15	Thank someone for help or for a gift in simple terms.

DESCRIBING - MELT COMPETENCIES:

Cla 7*	Verify the name of something by asking simple yes/no questions.
He 4*	Identify major body parts. ("Arm", "stomach", " leg")
Soc 6*	State likes and dislikes using simple language. (I"I like tea.")
Soc 8*	State general feelings in simple terms. ("I'm tired." "I'm sad.")
Soc 12	State food and drink preferences in social conversations, using simple language. ({Do you want coffee?} "No, tea, please.")
Soc 13	Respond to simple questions about another person's name or background.

RELATIONSHIPS - MELT COMPETENCIES:

Per 12*	Give names of familiar people.
Tel 5*	Ask for someone on telephone.
Tel 6*	Respond to a simple request to "hold" on the telephone.
Soc 9*	Respond to common gestures such as handshaking, head shaking to indicate yes/no, beckoning, etc.
Soc 10*	Initiate and respond appropriately to a variety of greetings and farewells.
Soc 11	Introduce family, friends, and co-workers using simple language.

ENVIRONMENT - MELT COMPETENCIES:

EOJ 14	Ask for permission to leave early or to be excused.
EOJ 15	Give simple excuses for lateness or absence on telephone.
Soc 7*	Respond to simple questions about daily activities and weekly routines.
Tim 6*	Name and read all the days of the week and the months of the year and their abbreviations.
Tim 7*	Read and write dates when expressed in numbers; read and write same when expressed in words.
Tim 8*	Read any time expressed in digital terms.
Tim 9	Ask and answer basic questions about days, months, and years. Use a calendar.

ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

HEALTH - MELT COMPETENCIES:

He 4*	Identify major body parts.
He 5*	State major illness or injuries.
He 6*	Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
He 7*	Read time and date for a medical appointment from an appointment card.
He 8*	State a need for an interpreter.
He 9	Follow simple instructions during a medical exam.
He 10	Ask for familiar non-prescription medication at a drug store.
He 11	State others' health problems in simple terms.
He 12	Determine and report body temperature as indicated by a thermometer.
He 13	Ask for a patient's room number in a hospital.
He 14	Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office.

SHOPPING - MELT COMPETENCIES:

Sho 6*	Differentiate sizes by reading tags.
Sho 8*	Read common store signs.
Sho 9*	Ask about and read signs for store hours.
Sho 10*	Read expiration dates.
Sho 12	Ask for information about places to buy food / clothing / household items in a store.
Sho 13	Ask for and follow simple directions to locate food / clothing in a store.
Sho 14	Ask for Food using common weights and measures.

MONEY / BANKING - MELT COMPETENCIES:

Ban 3*	Ask to cash a check or money order.
Ban 4	Buy a money order.
Mon 4*	Make or respond to a request for change.
Mon 5	Make or respond to a request for specific coins.
Mon 6	Read names of coins on coin-operated machines.
Sho 15	Order and pay for food at a fast food restaurant.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 7*	State the location of own residence by giving the address and nearest streets or familiar landmarks.
Dir 8*	Follow simple oral directions to places in a building.
Tra 4*	Ask for a bus, train, or plane destination.
Tra 5	Read signs indicating bus / train destinations and street names.
Tra 6	Ask for information about a location in an airport bus or train station.

ELM BRANCHES OUT! - LEVEL TWO - MELT COMPETENCIES
Student Competency Check Sheet

Name: ___________________________________

OCCUPATIONS - MELT COMPETENCIES:

EFJ 4*	State own job skills in simple terms.
EFJ 5*	Copy basic personal information onto a simple job application form.
EFJ 6	Read "HELP WANTED" sign.
EFJ 7	Identify some common entry-level jobs which can be held by those with limited English ability.
EOJ 10*	State need for frequently used materials.
EOJ 11*	Report work progress and completion of tasks.
EOJ 12*	Find out about the location of common materials and facilities at the work-site.
EOJ 13*	Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including classroom instructions.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 6*	Report an emergency in person.
CmS 7*	Correctly address an envelope / package, including return address.
Hou 4	Report basic household problems and request repairs in simple terms.
Hou 5	Report basic household emergencies by telephone.
Hou 6	Answer simple questions about basic housing needs.
Hou 7	Ask how much the rent is.
Hou 8	Read common housing signs.

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Two

Name: ___________________________________

Adjectives

___ Adjective + noun (good book) *
___ Demonstrative (this book) *
___ Indefinite quantifiers (any, many, much, some, a lot)

Adverbs

___ Of time (today, tomorrow, tonight, last week)*
___ Intensifiers (very, too, enough, so) *
___ Of frequency (always, sometimes, never)
___ Of manner (easily)

Articles

___ Indefinite (a, an)*
___ Definite (the)*

Be

___ Be + adjective (She is smart.)*
___ Contractions (I'm, he's)*
___ Present tense (am, is, are)*
___ Past tense (was, were)

Nouns

___ Single / plural (egg, eggs)*
___ Count / non count (I like orange juice. I like cookies.)
___ Partitives - measure words (gallon of milk, loaf of bread, etc.)

Numbers

___ Cardinal (two rooms)*
___ Ordinal (on the second floor)

Prepositions

___ For, to, with, by, from *
___ Prepositional phrases of place (in, on, under, at, on top of, etc.)*
___ Prepositional phrases of time (at, from, by, on, in, etc.)*

Pronouns

___ Object (him, her)*
___ Possessive (his, her)*
___ Subject (she, I)*
___ Indefinite (some / any, anything/ something, nothing)
___ Compound (some, any, no, every + thing, body, one, where)

Impersonal Subject

___ It (It's nice today.)*
___ There is, There are*

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES
Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Two

Name: ___________________________________

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability - I can speak English)*
___ Could (past ability - Yesterday I could see it.)
___ Have to (I have to leave now.)
___ Can / may (permission) (Can / may I smoke?)
___ Will (polite requests) (Will you call? Will you open the door?)

Questions and Punctuation

___ "Wh- questions" (who, what, where, when, how much, how many?)*
___ Yes / No questions (Do you have a job?)*
___ "Wh- questions" (which, whose, why, how?)

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present*
___ Imperative, including negation (Look out! Stop! No smoking.)*
___ Tense, present continuous*
___ Tense, future (going to, will)
___ Tense, simple past
___ Present participle*
___ Subject - Verb Agreement*
___ Regular / Irregular Verbs

Comparisons (Adjectives)

___ - er (larger than)
___ More...than (more beautiful than)
___ Less...than (less expensive than)

Conjunctions and Punctuation

___ And, but (happy, but tired)*
___ Or (apples or oranges, a dime or two nickels)
___ Because, and (I stayed home because I was sick.)

Word Order and Patterns

___ Verb + infinitive (He wanted to work.)
___ SVO Subject + Verb + Object (direct)

Other Grammatical Points

___ Interjections (Ouch! Hey! Oh!)
___ Double negatives
___ Complete sentences and punctuation (? ! . ,)
___ Transitive / Intransitive Verbs

ELM Branches Out! - Level 2 - Personal Information

MELT COMPETENCIES:

Per 7*	Write and read basic personal information including name, relationship, and age of family members
Per 8*	Respond to questions about own ethnic group
Per 9*	Spell own name, country of origin and address when requested
Per 10*	Respond to questions about own ability to speak, read, and write English or other language
Per 11*	State the number of years of previous education or study of English
Soc 5*	Answer simple questions about personal background and family. (How many children do you have? "Three.")
Soc14	Ask for assistance in simple terms
Soc15	Thank someone for help or for a gift in simple terms

VOCABULARY:
Names of family members, relationship of family members ... wife, husband, common law wife / husband, sister, brother, grandmother, grandfather, aunt, uncle, age of members, ethnic group, country of origin, native language, education, years of schooling, study, number of children, I have .... years of education. I studied English for .... months, years. I came from...., My home was in.... , Do you have children?, Please tell me., Can you help me? I need to know....

LISTENING:
Modeled dialogues and role plays for information / social conversations regarding ethnic group, country of origin, family members, education, ability to speak English, and native language, audio tapes for vocabulary pronunciation, video sight word vocabularies

SPEAKING:
Modeled participation and role plays for information / social conversations regarding ethnic group, country of origin, family members, education, ability to speak English, and native language, and obtain assistance, respond to identify and describe family pictures, pictures from magazines, etc. Offer thanks for help and / or gift. Respond to video sight word vocabularies

READING:
Voice activated computer programs to build basic vocabulary, VAK to write words in vocabulary list, read a family tree, crossword puzzles. Read thank you cards. Video sight word vocabularies

WRITING:
Student journal writing with basic simple sentences listing family members, ages, their own native language and country of origin. Draw a family tree and label personal family names and relationships. Write a thank you note. Use computer to write a thank you note.

FUNCTIONAL SKILLS:
Provide information regarding ethnic background, country of origin
Provide information regarding native language
Provide information regarding years of education and study of English
Provide personal information in writing regarding family

COMMUNITY SKILLS:
Answer questions regarding family and background
Ask for assistance in general terms
Offer thanks for help and / or gift

RESOURCES:
Teacher / student made materials:
    Family tree forms, student writing journals
    Magazines, picture cards, crossword puzzles
A Conversation Book, English in Everyday Life: Unit 2
Beginning English Day by Day: Unit 1
Bridge to Literacy, English for Success: Unit 1
Crossroads: Units1, 3

RESOURCES continued:

Crossroads 1 TR: Units 1, 3
Cuing In: Lesson 16
English For Adult Competency, Book 1: Ch. 1
English For Adult Competency, Book 2: Ch. 1
ESL Literacy-SB: Unit 2
ESL Literacy-TR: Flashcards Unit 2
Expressways, English for Communication Foundations A: Ch. 1
Expressways Companion Workbook Ch. 1
Expeditions Into English, Listening / Speaking 1: Units 1, 2
Here To Stay in USA: Unit 1
In Print: Chs. 3, 5
Jazz Chants: 8, 9, 22,23,24,25
Life Prints - 1 SB: Units 1, 2
Life Prints - 1 RM: Units 1,2
Lifeskills: Unit 1
Literacy in Lifeskills 2: Ch.6
Longman Picture Dictionary
Longman Picture Dictionary Beginning Workbook: 1
On Your Way, Building Life Skills 1A : Units 4,5
Oxford Picture Dictionary
Real Life English Book 1: Unit 1
Real Life English, WB 1 : Unit 1
Remembering 1: My Grandmother, My Family Background, My Grandfather, My Family
Settling In: Lessons 1, 2, 3
Side By Side 1: Ch. 9
Speak English: Lesson 1
Speaking of Pictures, Book 1
Speaking Up At Work: Unit 3-2
Survival English: Unit 1
Vistas, Book 1: Unit 1
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Penn State Reading Program - Module 4
CAI: Project Star, Level 1 series
CAI: Print Shop
Video: Stage One: Work: Vol. 2, Lessons 5, 6
Video: TV Tutor Sight Words Volume I

MELT COMPETENCIES:

Cla 7*	Verify the name of something by asking simple yes/no questions
He 4*	Identify major body parts. ("Arm", "stomach", " leg")
Soc 6*	State likes and dislikes using simple language. ("I like tea.")
Soc 8*	State general feelings in simple terms. ("I'm tired." "I'm sad.")
Soc 12	State food and drink preferences in social conversations, using simple language. ({Do you want coffee?} "No, tea, please.")
Soc 13	Respond to simple questions about another person's name or background

VOCABULARY:
General terms for items of like and dislike regarding student's personal interests and preferences, descriptive words expressing state of being...happy, sad, rested, tired, well, sick, lonely, excited, I feel....., identification of body parts... head, eyes, ears, neck, shoulder, chest, stomach, back, arm, hand, leg, foot, asking questions to verify name of something

LISTENING:
TPR for body part identification, understands verification questions, audio tapes, and video tapes of sight word vocabulary

SPEAKING:
Jazz chants, TPR for body part identification, set up in group... 'Is this?' in a game format with students responding with yes, this is.... or not / that is not...., allow students to be caller for bingo games, Modeled conversations responding to questions regarding another person's name or background and personal preferences

READING:
Voice activated computer programs to continue building basic vocabulary, language experience statements regarding likes and dislikes and feelings, reading body chart diagrams

WRITING:
Student journal writing from language experience statements of likes, dislikes and feelings. Computer generated crosswords with selected lesson vocabulary on body parts

FUNCTIONAL SKILLS:
Identification of body parts
Identification of feelings
Verification of names of objects

COMMUNITY SKILLS/ RESPONSIBILITIES:
Respond to basic questions regarding another person's name or background
Respond to questions about physical self and feelings
State personal preferences for food and drink in social settings

RESOURCES:
Teacher / student made materials:
  Body charts, crossword puzzles
  student writing journals
A Conversation Book, English in Everyday Life: Unit 1
A Picture's Worth A Thousand Words: # 54
Bridge to Literacy, English for Success: Unit 1
Crossroads-1SB: Unit 8
Crossroads-1TR: Unit 8
Cuing In With Pictures: Lesson 2
English For Adult Competency, Book 1: Chs. 1, 3
Expedition Into English, Listening and Speaking 1: Units 1, 3, 4
ESL Literacy-SB: Unit9

RESOURCES continued:

ESL Literacy-TR: Flashcards Unit 9
In Print: Ch. 10
Jazz Chants: 38, 39, 52,53
Life Prints - 1 RM: Unit 5, 9, 11
Life Prints - 1 SB: Unit 5, 9, 11
Lifeskills 1: Unit 1
Longman Picture Dictionary
Oxford Picture Dictionary
Oxford Picture Dictionary Beginning Workbook: 2
Real Conversations, Book 1: Unit 5
Real Life English, Book 1 : Unit 8
Real Life English, Pre Literacy : Unit 8
Side By Side 1: Unit 12
Small Talk, More Jazz Chants from: 6- 1, 2, 3
Speaking of Pictures Book 1
Stories To Tell Our Children: 3
Survival English: Unit 4
Vistas Book 1: Units 2, 8
Vistas WB 1: Units 2, 8
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: Stage One: Health
Video: TV Tutor Sight Words I

MELT COMPETENCIES:

Per 12*	Give names of familiar people.
Soc 9*	Respond to common gestures such as handshaking, head shaking to indicate yes / no, beckoning, etc.
Soc 10*	Initiate and respond appropriately to a variety of greetings and farewells
Soc 11	Introduce family, friends, and co-workers' using simple language
Tel 5*	Ask for someone on telephone.
Tel 6*	Respond to a simple request to "hold" on the telephone.

VOCABULARY:
Names of familiar people in setting: i.e., teacher, other students, director, etc., non verbal greetings as in handshake, shake hands, nod, beckoning, verbal greetings, How are you? How's it going? What's new? So long. See you later. Take it easy. Have a nice day. Hang in there. and other appropriate cultural phrases, This is....my daughter, my son, my mother-in-law, my father-in-law, my girl, my boyfriend, my fiancee, my partner, my assistant, my tutor, These are my ... children, friends, co-workers, buddies. I want you to meet.... Is ..... there? May I talk with...? Hold, please. Will you hold, please.

LISTENING:
Modeled presentations of a variety of greetings, farewells, introductions.

SPEAKING:
Role play a variety of greetings, farewells, introductions. Introduce body language actions and interpretations. Play charades with students acting out non-verbal greetings. Paired partners for telephone 'hold'. Jazz chants

READING:
"Reading" non-verbal signals using picture cards, magazine photos, student mimes. VAK greetings used in notes names of selected individuals

WRITING:
Student journal listing important people in student's lives. Write a note with appropriate greeting, invitation to meet an important person in their life, closure forms

FUNCTIONAL SKILLS:
Provide names of important people in student's life
Read names of important people in student's life

COMMUNITY SKILLS:
Asking for someone on the telephone
Greetings and farewells in social conversation and note writing
Introduction of another person
Telephone answering response of "hold, please".

RESOURCES:
Teacher / student made materials:
  Student writing journals
  Student telephone list
A Conversation Book, English in Everyday Life: Unit 2
Basic Vocabulary Builder Blackline Masters: 8
Beginning English Day By Day: Unit 4
Bridge to Literacy, English for Success: Unit 1
Crossroads-1SB: Unit 2
Crossroads-1TR: Unit 2
ESL Literacy: Unit 7
English For Adult Competency, Book 1: Ch. 1
Expeditions Into English, Speaking and Listening 1: Unit 3
Expressways Foundations A: Ch. 2

RESOURCES continued:

Face To Face: Ch. 1
Jazz Chants: 44, 45
Lifeskills: Unit 4
Life Prints - 1 RM: Unit 1, 2,3
Life Prints - 1 SB: Unit 1, 2, 3
Literacy In Lifeskills -2: Ch.5
Longman Picture Dictionary
Oxford Picture Dictionary
Oxford Picture Dictionary, Beginning Workbook: Unit 1
Real Life English, Book 1: Units 1, 2,3
Real Life English, WB 1: Units 1, 2,3
Real Life English, Pre Literacy : Unit 1, 2, 3,
Remembering 1: Getting Along, Being Polish
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lesson 5
Small Talk, More Jazz Chants from: Unit 3
Speaking of Pictures, Book 1
Survival English: Unit 3
Vistas, Book 1: Units 1, 2, 3
Vistas, WB 1: Units 1, 2, 3
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: TV Tutor, Sight Words I

MELT COMPETENCIES:

EOJ 14	Ask for permission to leave work early or to be excused from work ("Can I go home?")
EOJ 15	Give simple excuses for lateness or absence on the telephone. ("My name's Tran. I'm sick today.")
Soc 7*	Respond to simple questions about daily activities and weekly routines.
Tim 6*	Name and read all the days of the week and the months of the year and their abbreviations.
Tim 7*	Read and write dates when expressed in numbers; read and write same when expressed in words.
Tim 8*	Read any time expressed in digital terms.
Tim 9	Ask and answer basic questions about days, months, and years. Use a calendar.

VOCABULARY:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sun., Mon., Tues., Wed., Thurs., Fri., Sat. January, February, March, April, May, June, July, August, September, October, November, December, Jan., Feb., Mar., Aug., Sept., Oct., Nov., Dec., hour, half hour, quarter hour, digital, time, clock, o'clock, A.M., P.M., week, weekend, work week, holiday, long weekend, month, calendar, activities, playing, working, studying, shopping, visiting, writing, reading, sleeping, resting, eating, ... permission, excuse, reporting in, Can I go home? Can I leave now? I feel sick. I have an appointment. I will be....minutes late. I will be absent today.

LISTENING:

Day and month bingo, modeled presentations of reporting in, permission, excuse (use regularly in class), jazz chants, TPR calendar kit, calendar video

SPEAKING:

Role play scenarios regarding permission to leave early, come late, be excused, lateness and / or absence from...jazz chants, identifies days of week, months in sequence, model dialogues regarding activities and routines in paired interviews, TPR calendar kit

READING:

Reads dates written in numbers and words on time bingo cards, reads calendar schedule, reads names of days and months as written out or abbreviated, calendar video

WRITING:

Sequence days of weeks and months of year, categorize months by season, date all written material, language experience in journal favorite activity, time of day, day of week, month, etc. Writes schedule on calendar. Calendar video worksheets

FUNCTIONAL SKILLS:

Date all written materials
Read dates from numbers
Read dates from words
Read digital clock time
Write schedule on calendar

COMMUNITY SKILLS / RESPONSIBILITIES:

Ask permission to leave or be excused
Provide excuse for lateness or absence
Read dates as written on store signs, community bulletin boards, workplace
Respect punctuality and reporting

RESOURCES:

Teacher / student made materials:
  Calendars, picture cards, magazines,
A Conversation Book, English in Everyday Life: Units 2, 4
Beginning English Day By Day: Units 2, 3
Bridge to Literacy, English for Success: Units 2, 3, 9
Building Life Skills 1, A Communication Workbook: Units 3, 5, 8
Crossroads-1SB: Unit 7.

RESOURCES continued:

Crossroads-1TR: Unit 7,
Cuing In: Lesson 18
English For Adult Competency, Book 1: Ch. 1
English Step By Step With Pictures: Chs. 22, 23,24
ESL Literacy: Units 3, 4, 10, 11
ESL Literacy TR: Units 3, 4, 10, 11
Expeditions Into English, Listening and Speaking 1: Units 2, 5
Expressways Foundations A: Chs.5, 6, 9
Fast Track 1 A: Units 3,4,6
Jazz Chants: 16, 17, 32, 33
Lifeskills: Units 1, 3
Life Prints - 1 RM: Unit 2
Life Prints - 1 SB: Unit 2
Literacy in Lifeskills -2: Ch.2
Longman Picture Dictionary
May I Help You?: Ch. 1
On Your Way: Unit 5
Oxford Picture Dictionary
Real Life English, Book 1: Unit 4
Real Life English, WB1: Unit 4
Real Life English, Pre Literacy : Unit 4
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lessons 9, 10
Shifting Gears: Lesson 25
Small Talk, More Jazz Chants from: 15-1 to 4
Speak English: Lesson 3
Speak Up At Work: Unit 2:1
Survival English: Unit 2
Vistas, Book 1: Units 4, 6, 7
Audio: Building Life Skills, Unit 5
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
TPR: Calendar kit
Video: TV Calendar
Video: TV Tutor Sight Words I

ELM Branches Out! - Level 2 - Health

MELT COMPETENCIES:

He - 5 *	State major illness or injuries.
He - 6 *	Make a doctor's appointment in person, giving own name, address, and telephone number when asked.
He - 7 *	Read time and date for a medical appointment from an appointment card.
He - 8 *	State a need for an interpreter.
He - 9	Follow simple instructions during a medical exam.
He - 10	Ask for familiar non-prescription medication at a drug store.
He - 11	State others' health problems in simple terms.
He - 12	Determine and report body temperature as indicated by a thermometer.
He - 13	Ask for a patient's room number in a hospital.
He - 14	Identify oneself, one's appointment time, and doctor's name, if applicable, upon arrival at the doctor's office.

VOCABULARY:
Allergies, alcoholism, arthritis, asthma, burns, cancer, diabetes, drug addiction, heart attack, hepatitis, hernia, high blood pressure, HIV positive, flue, malaria, stroke, tuberculosis, V.D. (venereal disease), any personal illness or health problem, accident, head injury, fractured bone, appointment, appointment card, symptoms, nausea, headache, vomiting, pain, bleeding, cough, ache, swelling, temperature, examination, open your mouth, look straight ahead, cough, take a deep breath, tell me if it hurts, aspirin, laxative, cough drops, cough syrup, allergy medication, poison ivy cream, burn ointment, antacid tablets, ..., I need an interpreter.

LISTENING:
Modeled dialogues, paired simple health interviews regarding major illnesses or injuries, entering receptionist office and reporting scenarios, requesting room patient numbers at hospital receptionist desk, asking for medications at the drug store, reporting health problems of another, health video, audio tapes, TPR for following oral instructions during medical exam, health card bingo

SPEAKING:
Role play clinic/doctor receptionist and incoming patient - with paired interviews, doctor's exam directions, and requesting interpreter, student assumes role of caller for health bingo, using descriptive picture cards viewer attempts to identify health problem, health video and audio tapes,

READING:
Computer generated vocabulary crossword puzzle, reading signs and symptoms of injury or illness of another and self, sort by body part associated symptoms of illness: i.e. nausea / stomach, appointment cards, reading a thermometer and interpreting results

WRITING:
VAK vocabulary words individualized for particular student , complete simple health care form, write in journal with cloze sentences: I have had...... , write dates of illness and / or injury, mark calendar with appointment

FUNCTIONAL SKILLS:
Communicate health symptoms, history of illness and / or injuries
Report body temperature
Request interpreting help

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask for non-prescription medication
Ask for patient room number
Communicate health / injury / sickness needs of another person
Follow oral directions in medical exam
Identify self and appointment time at receptionist desk
Set up appointment in person providing name, address and telephone number

RESOURCES:

Teacher / student made materials:

Student writing journals, computer crossword puzzles

A Conversation Book. English in Everyday Life: Unit 2
Beginning English Day By Day: Units 5, 6
Bridge to Literacy. English for Success: Unit 5
Building Life Skills 1: Unit 11
Crossroads-1SB: Unit 8,
Crossroads-1TR: Unit 8,
English For Adult Competency, Book 1: Ch. 3
ESL Literacy: Unit 9
ESL Literacy TR: Unit 9
Expeditions Into English, Listening and Speaking 1: Unit 11
Expressways Foundations A: Ch. 6
Fast Track 1B: Unit 5 -2
Here To Stay In USA: Unit 9
In Other Words: Unit 2
In Print: Ch. 6
Jazz Chants: 34, 35
Lifeskills 1: Unit 10
Life Prints - 1 RM: Unit 9
Life Prints - 1 SB: Unit 9
Literacy in Lifeskills -2: Ch.6
Longman Picture Dictionary
More Picture Stories: Units 1, 4
On Your Way: Unit 11
Oxford Picture Dictionary
Real Conversations: Unit 3
Real Life English, Book 1: Unit 8
Real Life English, WB: Unit 8
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lessons 16, 17, 18
Side By Side: Ch. 15
Speak English: Lesson 8
Speaking of Pictures 1: Unit 1
Survival English: Unit 4
Audio: Crossroads, Level 1
Audio: Life Prints: Level 1
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
Video: Stage One, Health
Video: TV Calendar
Video: TV Tutor Sight Words I

ELM Branches Out! - Level 2 - Shopping

MELT COMPETENCIES:

Sho - 6*	Differentiate sizes by reading tags.
Sho - 7*	Read abbreviations for common weights and measures in a supermarket.
Sho - 8*	Read common store signs.
Sho - 9*	Ask about and read signs for store hours.
Sho -10*	Read expiration dates.
Sho -11	Request size and color for a specific item in simple terms.
Sho -12	Ask for information about places to buy food / clothing/household items.
Sho -13	Ask for and follow simple directions to locate food / clothing in a store.
Sho -14	Ask for food using common weights and measures.

VOCABULARY:
Size, small, medium, large, extra-large, common abbreviations for sizes, pint / pt., quart / qt., gallon / gal., ounce / oz., pound / pd. (#), expiration date, sell by, Open / Closed, Enter, Exit, Fire Escape, directional and universal symbol signs (right, left, up stairs, down stairs, escalator) Check Out, Cashier, Sale, Cash, Credit Card, Customer Service, Meats, Produce, Dairy, Cosmetics, Clothing, Housewares, Furniture, Electronics, Appliances, Stationary, Children's Clothing, Garden Department ... , red, blue, green, yellow, white, tan, black..., food items (use individual preferences) I want a .....(measured amount) of .... (food item), Where can I buy....(item) ?, Where can I find... (item)?, How do I get to... (place)?, When do you open?, When do you close?, Are you open on....(day)?

LISTENING:
Role play shopping for clothing and foods, audio tape listening with picture dictionary, TPR with real clothing items with various sizes and colors, and real or plastic models of food as well as directional symbol word meanings, paired conversations between shopper and cashier/clerk; using numerous picture cards, pictures from newspaper flyers, etc. have students listen and place items in categories of fruit, vegetable etc. as caller names items, identifying package carton labels by weight, listen to 'TV Home Shopper' and pick out item

SPEAKING:
Modeled presentations of conversations involving shopping vocabulary, role play in mock store set up with aisle numbers, categorization game in listening with students taking turns as caller (can also work in pairs with one placing in category and another checking), describe item picked out on 'TV Home Shopper'

READING:
Sorting and reading advertisements from news flyers, grocery store signs, computer generated crossword puzzles of vocabulary, reading tickets / labels for sizes and / or quantities and expiration date, Institutional residents could use their own commissary lists of food items with weights / quantities, reading a scale, liquid measuring units, understand written measurement amounts as used in a simple recipe

WRITING:
Make simple three to five item shopping list in food and / or clothing area listing quantities, use a simple recipe to create a shopping list with accurate purchase amounts, student journal writing with "My favorite food....", "My recipe..." "I need to buy..." "I ordered.....(from TV Home Shopper) describing item in terms of color, size etc.

FUNCTIONAL SKILLS:
Create simple lists of selected foods and clothing
Respond to basic directional words
Understand size, weight, expiration dates

COMMUNITY SKILLS / RESPONSIBILITIES:
Follow basic directions to locate specific items in store
Request specific sizes, weights, and colors
Respond to basic information signs in stores
Respond to basic safety signs

RESOURCES:

Teacher / student made materials:

Student writing journals, computer crossword puzzles,
newspaper adds / flyers, clothing items in various sizes and colors,
food items (plastic) and packages,
variety of size and weight labels from cartons, packages, etc.
measuring scale and measuring cups, cartons

A Conversation Book, English in Everyday Life: Chs. 1, 5
Beginning English Day By Day: Units 7, 8
Bridge to Literacy, English for Success: Unit 3
Crossroads-1SB: Unit 5
Crossroads-1TR: Unit 5
English For Adult Competency, Book 1: Chs. 2, 6
English For Adult Competency, Book 2: Ch. 2
ESL Literacy: Unit 8
ESL Literacy TR: Unit 8
Expeditions Into English, Listening and Speaking I: Units 7, 8
Expressways Foundations A: Ch.13
Here To Stay In USA: Unit 5
Janus Language Flash Card Book - Shopping
Janus Language Flash Card Book - Supermarket
Janus Clothing, A Survival Vocabulary
Janus Supermarket, A Survival Vocabulary
Lifeskills: Units 2, 5
Life Prints - 1 RM: Units 8, 11
Life Prints - 1 SB: Units 8, 11
Literacy in Lifeskills -2: Ch.3
Longman Picture Dictionary
Looking At American Signs: Pages 6, 7
May I Help You?: Review
More Picture Stories: Unit 2
Moving On, Beginning Listening 2: Units 1,3,4,7
Oxford Picture Dictionary
Oxford Picture Dictionary, Beginner Workbook: 6
Real Conversations: Unit 2
Real Life English, Book 1: Units 5, 6
Real Life English, Pre Literacy : Units 5, 6
Real Life English, WB 1: Units 5, 6
Shifting Gears: Lesson 3 (Hardware Store)
Side By Side 1: Ch. 8
Speak English: Lesson 7
Speaking of Survival: Food, Clothes
Survival English: Units 6, 7
Whadda Say?: Pages 52-54
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
Audio: Speaking of Survival, Food - Clothes
CAI: Project Star, Level 1 series
Video: TV Tutor Sight Words I

MELT COMPETENCIES:

Ban 3*	Ask to cash a check or money order.
Ban 4	Buy a money order.
Mon 4*	Make or respond to a request for change.
Mon 5	Make or respond to a request for specific coins.
Mon 6	Read names of coins on coin-operated machines.
Sho 15	Order and pay for food at a fast food restaurant.

VOCABULARY:

Nickel, dime, quarter, half dollar, dollar bill, coin - operated machines, money order, check (as to cash and as used for total receipt), cash, buy, order, cost, amount, pay, total, fast food restaurant (concept and names), May I cash a check? I want to buy a money order for....(amount), Do you have change for a ....., Do you have four quarters for a dollar?, My change should be...., How much is my order, items from fast food menus, multiply, (x) multiplication symbol, times

LISTENING:

Patterned dialogues, audio tapes, listening to role plays of ordering fast foods, buying money order, and cashing a check, video for multiplication tables

SPEAKING:

Role play scenarios involving ordering fast foods, buying money order, cashing check, requesting change and / or particular coins. Field trip to mini-store or institutional commissary for ordering, etc. Respond to video tape on multiplication tables.

READING:

Read a check, money order, a variety of fast food menus, directions on coin-operated machines, read basic number problems and multiply: i.e. (5 hamburgers / each cost 1.09) Calculate cost and read cost of same, read multiplication symbol

WRITING:

Fill out information for buying a money order, check off order for commissary, created chart list for large group (class) order from fast food menu - calculate individual and total costs, complete basic multiplication problems, student journal writing regarding - "My favorite fast foods are....."

FUNCTIONAL SKILLS:

Ask to buy money order
Ask to cash check or money order
Multiply accurately

COMMUNITY SKILLS / RESPONSIBILITIES:

Calculate correct change
Ordering from simple fast food menu
Request correct change
Respond to request for specific coins
Understand accurate, timely, and responsible payment of bills

RESOURCES:

Teacher / student made materials:
    Play or real money-particularly coins
    Variety of fast food menus
    Flash cards for x's tables
Basic Adult Survival English: Unit 2
Basic Vocabulary Builder Blackline Masters
Beginning English Day By Day: Unit 3
Bridge to Literacy, English for Success: Unit 5
Crossroads-1SB: Unit 5
Crossroads-1TR: Unit 5

RESOURCES continued:

English for Adult Competency: Chs. 2, 9
ESL Literacy-SB: Unit 5
ESL Literacy-TR: Flashcards Unit 5
Expeditions Into English, Listening and Speaking 1: Unit 8
Expressways, Foundations A , SB: Chs. 7, 13
Expressways, Foundations A , WB: Chs. 7, 13
Life Prints - 1 SB: Unit 8
Life Prints - 1 TR: Unit 8
Lifelines 1: Chs. 5, 6
Lifeskills: Units 2, 5
Literacy in Lifeskills 2: Ch.3
Longman Picture Dictionary
May I Help You? Ch. 2
On Your Way: Unit 5
Oxford Picture Dictionary
Read It!: Fast Foods
Real Conversations 1: Unit 6
Real Conversations 2: Unit 2
Real Life English, Book 1: Unit 6
Real Life English, WB 1: Unit 6
Settling In : Lesson 4
Small Talk, More Jazz Chants from: 10-2,4
Speak English: Lesson 6
Speak Up At Work: Unit 10-1
Speaking Of Survival: Banking
Survival English: Unit 10
Vistas 1: Unit 10
Whadda Say? Pages 7 - 9
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Real Life English, Level 1
CAI: Math Blaster
CAI: Project Star, Level 1 Series
Video: TV Tutor: Multiplication
Video: TV Tutor Sight Words I

MELT COMPETENCIES:

Dir 7 * State the location of own residence by giving the address and nearest streets or familiar landmarks.
Dir 8 * Follow simple oral directions to places in a building.
Tra 4 * Ask for a bus, train, or plane destination.
Tra 5 * Read signs indicating bus / train destinations and street names.
Tra 6 Ask for information about a location in an airport bus or train station

VOCABULARY:

Bus station, train station, airport, destination, symbols for same, public transportation, taxi, ticket counter, baggage area, lost and found counter, restrooms, restaurant, change machine, bank machine, money exchange, newsstand, waiting room, check-in counter, rental car, Traveler's Aid, Where is this ..... going? location signs and landmarks (use local sites), block, mile, drive to..., take bus to..., walk to..., at the corner, on the corner, turn, turn off, take exit..., go straight, near, far, across from, I live near.... My address is..., Look for ......(landmark), Can you tell where is the .... (place in building)

LISTENING:

TPR directional terms, audio tapes, play Hunt for game using directional terms for picture or play items related to vocabulary, direction video, jazz chant tapes

SPEAKING:

Modeled presentations, role play directions with students stating and following directions in team play, student provides audio tape of directions to home, respond to direction video, TPR Main Street Kit, jazz chants

READING:

Student drawn picture maps to home, building place and transportation signs, crossword puzzles, sort signs seen generally seen inside buildings, outside on buildings, on the street or road, VAK universal directional signs, Main Street Kit game

WRITING:

Make a chart of sorted signs, student drawn picture maps to home, student journal writing about their mode of transportation to get to class, to work, on vacation, computer generated location signs for mock scenes in classroom

FUNCTIONAL SKILLS:

Find place in building
Understand and respond to simple directions

COMMUNITY SKILLS / RESPONSIBILITIES:

Ask for information in a building
Ask for transportation destination
Provide picture map to home
Provide simple directions to their home

RESOURCES:

Teacher / Student made materials:
Student generated picture maps, addresses,
student journals, computer generated crossword puzzles,
Beginning English Day By Day: Units 4, 11
Bridge To Literacy, English for Success: Chs. 4, 10
Crossroads-1SB: Unit 9
Crossroads-1TR: Unit 9
English for Adult Competency: Ch. 4
Expeditions Into English, Listening and Speaking I: Units 6, 12
Expressways, Foundations A , SB: Ch. 3
Expressways, Foundations A , WB: Ch. 3

RESOURCES continued :

Fast Track 1 B: Unit 6-Lesson 1
Life Prints - 1 SB: Unit 4
Life Prints - 1 TR: Unit 4
Lifelines 1: Unit 8
Living In English: Lesson 6
Longman Picture Dictionary
Oxford Picture Dictionary
Oxford Picture Dictionary-Beginning WB: 43, 44
Real Conversations 1: Unit 1
Real Life English, Book 1: Units 2, 10
Real Life English, WB 1: Units 2, 10
Small Talk, More Jazz Chants from: Unit 12-2, 3
Speak English: Lessons 3,5
Speaking Of Survival: Transportation
Survival English: Unit 5
Vistas, Book 1: Unit 7
Whadda Say?: Pages 16-18
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Oxford Picture Dictionary Audio Tape
Audio: Real Life English, Level 1
CAI: Print Shop
CAI: Project Star: Level 1
TPR: Main Street Kit
Video: Stage One: Directions
Video: TV Tutor Sight Words I

MELT COMPETENCIES:

EFJ 4*	State own job skills in simple terms.
EFJ 5*	Copy basic personal information onto a simple job application form.
EFJ 6	Read "HELP WANTED" sign.
EFJ 7	Identify some common entry-level jobs which can be held by those with limited English ability.
EOJ 10*	State need for frequently used materials.
EOJ 11*	Report work progress and completion of tasks.
EOJ 12*	Find out about the location of common materials and facilities at the work-site.
EOJ 13*	Follow simple one-step oral instructions to begin and to perform a task which is demonstrated, including classroom instructions.

VOCABULARY:
Individual job skills such as artist, engineer, baker, teller, barber, beautician, bookkeeper, butcher, carpenter, cashier, chef, clerk, construction worker, door man, electrician, factory worker, farmer, food handler, gardener, guard, 'jack of all trades', laundry worker, machine operator, maintenance worker, mason, mechanic, painter, plumber, printer, repair person, sales clerk, shipping clerk, student, tailor, trucker, tutor, typist, volunteer, waiter, waitress, ...; job application, materials list in particular occupation (individualized), HELP WANTED, APPLY WITHIN, job openings, I am a ...., I can ...., What was your job?, Is there a job....?, I need ....(material item for job), I am almost done, I need more time, I need help, Can you show me? Do this, next, Start here, Pack these, Wrap this, Count these, Sort these, Move these, Stack these, push, pull, place, box, mark .... tools of individual's trade

LISTENING:
Modeled presentations of brief interviews at employment office stating job skills, video presentations of work scenarios, audio tapes of occupational job titles, role play scenarios involving interest in work and past jobs, excuses for lateness or absence, alpha-numeric sorting and bingo games, listening and following directions for simple job tasks

SPEAKING:
Modeled presentations of brief interviews at employment office regarding job skills, respond to video presentations of work scenarios, paired interviews involving providing interest in work and past jobs, excuses for lateness or absence, group role play similar scenarios, alpha-numeric bingo games with student caller, TPR work kit, TPR work directions, using picture cards identify work titles of jobs held by the students

READING:
VAK for individual job skills, voice activated computer application form, work direction video, individual job / occupation titles, sorting and organizing alpha - numeric numbers associated with aisles, bins, levels, etc., computer generated crossword vocabulary puzzles, using magazine pictures of work scenes- identify work task,

WRITING:
Voice activated computer application form writing, complete a variety of simple ID / application forms, student journal - language experience concerning job skills , label pictures of workers from magazines, newspapers with name of job title and work task, draw a simple map of individual work area labeling areas, materials, etc.

FUNCTIONAL SKILLS:
Communicate in simple terms job history
Communicate in simple terms job skills
Complete simple application
Follow one step oral directions

COMMUNITY SKILLS / RESPONSIBILITIES:
Complete simple interview for job with particular emphasis on job skills
Express need for help, need for materials
Identify entry language level jobs
Locate materials and facilities on job site
Report on work progress

RESOURCES:

Teacher / student made materials:
  ID form, crossword puzzles
  student writing journals
  newspapers, magazines
A Conversation Book, English in Everyday Life: Unit 7
A Picture's Worth A Thousand Words, A Vocabulary Book: # 12, 14, 23, 106, 109
Basic Vocabulary Builder Blackline Masters
Beginning English Day By Day: Unit10
Bridge to Literacy, English for Success: Unit 8
Building Life Skills: Unit 12
Crossroads-1SB: Unit 10
Crossroads-1TR: Unit 10
English For Adult Competency, Book 1: Ch. 7
ESL Literacy-SB: Units 6, 10
ESL Literacy-TR: Flashcards Units 6, 10
Expeditions Into English, Listening and Speaking I: Unit 10
Expressways, Foundation A, SB: Chs. 5, 8
Expressways, Foundation A, WB: Chs. 5, 8
Fast Track-1A: Unit 4
Here To Stay In USA: Unit 6
In Print: Chs. 4, 11
Intercom 2000, Book 1: Unit 1
Janus Job Application Language Survival Vocabulary
Janus Job Application Language Flash Cards
Life Prints - 1 RM: Unit 7
Life Prints - 1 SB: Unit 7
Lifeskills 1: Unit 5
Looking At American Signs: Pages 36,37
Longman Picture Dictionary
More Picture Stories: Units 3, 11
Oxford Picture Dictionary
Oxford Picture Dictionary Beginning Workbook: 64
Practical Vocabulary Builder Blackline Masters
Practical Words and Phrases, Deck 6
Real Life English, Book 1: Unit 9
Real Life English, WB 1: Unit 9
Remembering 1: Jobs
Shifting Gears: Lesson 26, Job Interview Simulation
Speaking Of Survival: Jobs
Speaking of Pictures 3: Getting a Job
Speaking Up At Work: Units 2, 4
Start Write: Unit 4
Survival English: Unit 9
Vistas 1: Unit 8
Your 1st Job
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Oxford Picture Dictionary
Audio: Real Life English, Level 1
CAI: Penn State Reading: Job Application
CAI: Project Star, Level 1 series
TPR: Work Kit
Video: Stage One, Work
Video: TV Tutor Sight Words I

MELT COMPETENCIES:

CmS - 6*	Report an emergency in person.
CmS - 7*	Correctly address an envelope / package, including return address.
Hou - 4*	Report basic household problems and request repairs in simple terms.
Hou - 5*	Report basic household emergencies by telephone.
Hou - 6	Answer simple questions about basic housing needs.
Hou - 7	Ask how much the rent is.
Hou - 8	Read common housing signs.

VOCABULARY:
There's an accident ......, There's a fire...., There is a robbery..., There's a fight..., address, envelope, package, return address, The roof is leaking. The front door lock is broken. There is a hole in the screen. The toilet doesn't work. The sink pipe leaks. There's no heat. There's no water. There's no hot water. The smoke detectors need batteries., landlord, tenant, Can you repair? Can you fix..?, Where is.... located?, How many rooms?, How much is the rent? Is there a deposit required? How much is the deposit? My family needs... (number of rooms). We need appliances. STAIRS, ELEVATOR, HOUSE FOR RENT, APARTMENT FOR RENT, PLEASE LOCK WHEN LEAVING, DO NOT USE IN CASE OF FIRE, QUIET, CHILDREN PLAYING, LEASH DOGS, NO PETS

LISTENING:
Modeled presentations of housing inquiries, audio tape of vocabulary, housing signs bingo, use tape recorders to simulate telephone conversation listening

SPEAKING:
Paired interviews regarding housing needs, reporting emergencies, requesting repairs, using the phone to report emergencies, classify repairs as inside unit or outside the unit, use picture cards depicting housing problems and needed repairs for students to identify problem / repair

READING:
Common housing signs, addresses, selected vocabulary words (individualized for particular needs), crossword puzzles

WRITING:
Return addresses, crossword puzzles, chart repair list-determine associated job title to repair item, write housing signs on computer, language experience writing in student journal---the kind of housing I would like to have...

FUNCTIONAL SKILLS:
Identify rental needs
Recognize safety precautions needed in housing (smoke detectors, emergency lighting)

COMMUNITY SKILLS / RESPONSIBILITIES:
Answer questions regarding housing needs
Awareness of good neighbor issues
Initiate reports of emergencies
Report and request housing problems and repairs
Use return address

RESOURCES:
Teacher / student made materials:
    Computer generated housing signs and crossword puzzles
    student writing journals
    newspapers, magazines
Beginning English Day By Day: Units 9, 12
Bridge to Literacy, English for Success: Units 6, 7
Building Life Skills: Unit 7
Crossroads-1SB: Unit 4

RESOURCES continued:

Crossroads-1TR: Unit 4
English For Adult Competency, Book 1: Chs. 3, 5
ESL Literacy-SB: Unit 9
ESL Literacy-TR: Flashcards Unit 9
Expeditions Into English, Listening and Speaking 1: Unit 6
Expressways, Foundation A-SB: Chs. 4, 6, 10, 12
Expressways, Foundation A-WB: Chs. 4, 6, 10, 12
Fast Track 1 B: Unit 2
First Steps In Reading And Writing: Lesson 22
Here To Stay In USA: Unit 8
In Print: Chs. 7, 9
Life Prints - 1 RM: Units 3,10
Life Prints - 1 SB: Units 3,10
Lifeskills 1: Units 1, 4, 7
Literacy In Lifeskills 2: Ch. 6
Real Life English 1: Unit 7
Longman Picture Dictionary
Longman Picture Dictionary Beginning Workbook: 9
More Picture Stories: Units 7, 9, 16
Moving On, Beginning Listening 2: Unit 10
On Your Way: Unit 4
Oxford Picture Dictionary
Oxford Picture Dictionary Beginning Workbook: 32
Practical Vocabulary Builder Blackline Masters
Real Life English WB1: Unit 7
Settling In: Lessons 7, 11, 13, 14
Speak English: Lessons 2, 8
Speaking Of Survival: Housing
Survival English: Units 8, 10
Audio: Crossroads, Level 1
Audio: Life Prints, Level 1
Audio: Oxford Picture Dictionary
Audio: Speaking Of Survival-Housing
Audio: Real Life English, Level 1
CAI: Project Star, Level 1 series
CAI: Print Shop
TPR: Home, Kitchen
Video: TV Tutor Sight Words I

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ___________________________

Level: _____ **Unit:** ______________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

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Suggested Techniques:

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Suggested Materials:

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Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

CmS 8	Provide upon request proof of address or other necessary information in order to obtain a library card. (Can I see your driver's license? - "Yes, here you are.")
CmS 10	Ask and answer questions about the name of own or child's school, teacher, class, and time. (Which school do you go to? ...does your child go to? - "Lincoln School.")
Per 13*	Fill out simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr. , Mrs., Ms.), citizenship, and maiden name
Per 16	Provide information about a sponsor, including the name, agency and contact person, address, and telephone number. (My sponsor is USCC.")

DESCRIBING - MELT COMPETENCIES:

Cla 8*	Ask for information or clarification using basic question words. ("How?"; "Go where?")
Cla 9*	Give clarification in response to basic question words. ("Trung is not here." - Who? - "Trung.")
Cla 11	Ask about the meaning or the pronunciation of a word. ("What does ....mean?"; "How do you say...?")
EOJ 18	Ask / tell where a co-worker is. (Where's Tran? - "He's in the cafeteria.")
Per 15 *	State or write own physical characteristics, including height, weight, color of hair, eyes.
Soc 19*	Give simple compliments about food, clothing, or housing. ("I like your watch.")

RELATIONSHIPS - MELT COMPETENCIES:

EFJ 10*	Ask others for help in finding a job from friends, sponsor, job developer. "Who's that?" - Tran. - "Where's he from?" - Vietnam.)
Per 14*	State or write the name, relationship and age of family members.
Soc16*	Ask simple questions about daily activities and weekly routines. ((Do you work on Saturdays?")
Soc17*	Make and respond to invitations and offers in person using simple language. (Do you want a ride home? - "Yes, thank you.")
Soc 18*	Ask permission to use or to do something. ("Can I smoke here?")
Soc 20	Ask simple questions about another person's name and background

ENVIRONMENT - MELT COMPETENCIES:

Tim 10*	Ask about and give dates when asked. (When is your daughter's birthday? - "November 23rd.")
Tim 11*	Write the date as requested on a variety of forms.
Tim 12	Ask and answer questions using general time phrases.(When does school start? - "Next Monday." - When did you come to the US.? -"Last year.")
Tim 13	Read and write clock time. (A quarter after ten --- 10:15; Twenty minutes to eleven --- 10:40)
Soc 21	Identify major United States holidays ("New Years Day"; "Thanksgiving"; etc.)

ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

HEALTH - MELT COMPETENCIES:

Cla 10*	Ask someone to spell or write something. ("Can you write it for me?")
He 15 *	Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
He 16 *	State symptoms associated with common illness. ("I have diarrhea.")
He 17 *	Read the generic names of common non-prescription medicines. (Aspirin; cough syrup)
He18 *	Read and follow directions on medicine labels, including abbreviations. (Take 2 tsp. 3 times a day)
He 19	Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
He 20	Follow simple oral instructions about treatment. (Stay in bed. Take one pill every day.)
He 21	Locate facilities within a hospital by reading signs. (X-ray; cafeteria)

SHOPPING - MELT COMPETENCIES:

Mon 7	When incorrect change is received, identify and request correct amount of change from purchase. ("Excuse me, my change should be $5.00.")
Sho16	Read prices and weights of various food items and determine best buy by comparing. ($1.80 / LB.)
Sho17	Respond to cashier's questions concerning means of payment. (Cash or charge? - "Cash.")
Sho18	Request a different size or price. ("Do you have a gibber one?")
Sho19	Ask for a receipt. ("Can I have a receipt, please?")

MONEY / BANKING - MELT COMPETENCIES:

Ban 5 *	Write a check.
Ban 6	Fill out a money order, including date, amount, name of addressee, own name & signature.
EFJ 13	Answer basic direct questions about pay, work availability, and hours. (Is $4.00 an hour OK? - "Yes", When can you start? - "Tomorrow."; Can you work nights? - "Yes.")
Hou 10*	Identify total amount due on monthly bills. (Amount Due: $35.87)

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Dir 9 *	Give simple directions to a place. (("Turn right / left. Go to the third house.")
Dir 10	Identify own home and major streets or landmarks on a simplified map. (I live on 22nd Street.")
Tra 7 *	Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
Tra 8 *	Respond to common requests. (Please move to the back of the bus.)
Tra 9 *	Ask when or where to get off or on a local bus / train. ("I'm going to the post office. Where do I get off?")
Tra 10	Buy bus, plane, or train tickets. ("I'd like a one - way ticket to Chicago.")
Tra 11	Read common signs in an airport or bus / train station. To Gates 6 - 14; Tickets)

MELT COMPETENCIES:

CmS 8	Provide upon request proof of address or other necessary information in order to obtain a library card. (Can I see your driver's license? - "Yes, here you are.")
CmS 10	Ask and answer questions about the name of own or child's school, teacher, class, and time. (Which school do you go to? ...does your child go to? - "Lincoln School.")
Per 13*	Fill out simple form, including name, address, age, signature, country of origin, birthplace, marital status, sex, title (Mr. , Mrs., Ms.), citizenship, and maiden name
Per 16	Provide information about a sponsor, including the name, agency and contact person, address, and telephone number. (My sponsor is USCC.")

VOCABULARY:
Birthplace, citizenship, maiden name, sponsor, agency, contact person, proof of address, name of school, children's name of school including Head Start, Even Start programs, elementary, middle / jr. high, high / senior, library card

LISTENING:
Modeled dialogues and role plays for information / social conversations regarding birthplace, country of origin, family members, educational unit names, audio tapes for vocabulary pronunciation, video sight word vocabularies

SPEAKING:
Role play listening scenarios, respond to video sight word vocabularies, respond to simple basic who, what, when, where questions regarding biographical information about self and family in group and / or paired conversations. Field trip to library in institution or community. Interview classmates for name of homeland.

READING:
Voice activated computer programs to build basic vocabulary, VAK to write words in vocabulary list, crossword puzzles. Video sight word vocabularies, application form for library card

WRITING:
Complete application form for library card with basic information of name, address, telephone number....., Student journal writing with language experience regarding country of origin, journey to this country, family oral tradition etc. Student writes homeland country on map. Students make map chart of homelands.

FUNCTIONAL SKILLS:
Provide information regarding ethnic background, country of origin
Provide personal information in writing regarding family

COMMUNITY SKILLS:
Answer questions regarding self and family school data
Complete application form for library card
Provide information regarding sponsor name and address

RESOURCES:
Teacher / student made materials:
    Student writing journals, library cards
A Conversation Book. English in Everyday Life II : Unit 1
Basic Adult Survival English: Unit 3
Beginning English Day by Day: Unit 1
Crossroads 2: Units 1, 4
Crossroads 2 TR: Units 1, 4
Crossroads 3 SB: Unit 3
Crossroads 3 TR: Unit 3
English For Adult Competency, Book 1: Ch. 9
Expeditions Into English, Reading 1: Unit 2
Expressways, English for Communication 2: Unit 2
Here to Stay in USA: Unit 1

RESOURCES:
Teacher / student made materials:
Student writing journals
magazine pictures for descriptive writing
A Picture's Worth A Thousand Words: Units 28, 32
Crossroads-2TR: Units 3,6
Crossroads-2SB: Units 3,6
Cuing In: Lesson 14,15
Expedition Into English, Reading 1: Unit 4
Fast Track 2B: Unit 1
Here To Stay In USA: Unit 4
In the Real World-Activities for Oral and Written Communication: Units 8, 12
InterCom 2000, Book 1: Units 9, 10, 17
Lifeskills 1: Unit 4
Longman Picture Dictionary
May I Help You?: Ch. 1
Oxford Picture Dictionary
Real Life English, Book 2 : Unit 1
Real Life English, WB 2: Unit 1
Shifting Gears, 2: Lesson 27
Side by Side, 1: Chs., 2, 5, 11
Small Talk, More Jazz Chants from: 12-4, 6-1, 4-1,2,3,4,5
Speaking Up At Work: Units 1, 5
Vistas Book 1: Units 2, 8
Vistas WB 1: Units 2, 8
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
Video: Stage One: Health
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words I

ELM BRANCHES OUT! - LEVEL THREE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________________

OCCUPATIONS - MELT COMPETENCIES:

EFJ 8*	Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. (What was your job? - "Cook" - How long? - "Ten years")
EFJ 9*	Fill out a simple job application form, excluding previous or current occupations and dates of employment.
EFJ 11*	Inquire about job openings and determine a time for an interview in person. (("Is there a job opening for a housekeeper?" - Yes. - "What time can I interview?" - Monday, at 9:00.)
EFJ 12*	State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11?")
EFJ 14	Express concerns and fears about the job in simple terms. ("The job is dangerous.")
EOJ 16*	Follow simple oral instructions which contain references to places or objects in the immediate work area.
EOJ 17*	Modify a task based on changes in instructions. (Wait! Don't use that.)

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 9*	Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
Hou 9**	Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?" ; "How many rooms are there?"; "How much is the rent?")
Hou 11**	Arrange a time with the landlord to make household repairs, in person. ("Can you fix the furnace this morning?")
Hou 12	Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
Hou 13	Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")
Tra 12	Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Three

Name: ____________________________________

Adjectives

___ Adjective + noun (good book) **
___ Indefinite quantifiers (any, many, much, some, a lot of)*
___ Position and ordering
___ Transitive adjectives (fond of, related to)

Adverbs

___ Of time (today, tomorrow, tonight, last week)**
___ Of frequency (always, sometimes, never)*
___ Of manner (easily) *
___ Of time (already / yet, for / since)
___ Of time (ago)

Articles

___ Indefinite (a, an)**
___ Definite (the)**

Be

___ Past tense (was, were)*

Nouns

___ Count / non count (I like orange juice. I like cookies.)*
___ Possessive ('s - Tran's pencil)
___ Gerunds (I like working.)
___ Partitives - measure words (gallon of milk, loaf of bread, etc.) *

Numbers

___ Ordinal (on the second floor)*

Prepositions

___ For, to with, from, by **
___ Prepositional phrases of place (in, on, under, at, on top of, etc.)**
___ Prepositional phrases of time (at, from, by, on, in, etc.)**

Pronouns

___ Object (him, her)**
___ Possessive (his, her)**
___ Indefinite (some / any, anything/ something, nothing)*
___ Reflexive (herself, himself)
___ Compound (some, any, no, every + thing, body, one, where)*

1993 Student Competency Check Sheet of Index of Grammatical Stuctures for Level 3

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES
Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Three

Name: ___________________________________

General You

___ (You can't smoke on the bus.)

Impersonal Subject

___ It (It's nice today.)**
___ There is, There are**

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability - I can speak English)**
___ Could (past ability - Yesterday I could see it.)*
___ Have to (I have to leave now.)*
___ Can / may (permission) (Can / may I smoke?)*
___ Will (polite requests) (Will you call? Will you open the door?)*
___ Could / might (possibility - There could be a problem. There might be a problem.)
___ Should (advice - You should get a job.)
___ Must (You must stop that.)

• Suggestions:

___ Indirect commands with "Let's / Let's not...)
___ Two word verbs separable (Take it out.)
___ Two word verbs inseparable (Look at it.)
___ Used to (previous habit (I used to smoke.)

Questions

___ "Wh- questions" (who, what, where, when, how much, how many?)**
___ Yes / No questions (Do you have a job?)**
___ "Wh- questions" (which, whose, why, how?)*
___ Negative Yes / No questions (Don't you know him?)

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present**
___ Imperative, including negation (Look out! Stop! No smoking.)**
___ Tense, present continuous**
___ Tense, future (going to, will)*
___ Tense, simple past*
___ Present perfect (past participles)
___ Past continuous
___ Regular / Irregular verbs *
___ Future Continuous

Subordinate Clauses and Punctuation

___ Of time (before, after, when, while, until - He watched while they worked.)

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.

Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Three

Name: ____________________________________

Comparisons (Adjectives)

___ - er (larger than)*
___ More...than (more beautiful than)*
___ Less...than (less expensive than)*
___ -est (the largest)
___ the most
___ the least

Comparisons (Nouns)

___ ... like (It works like a dream.)
___ same ... as (same size as)
___ different...from (different size from)

Conjunctions and Punctuation

___ Or (apples or oranges, a dime or two nickels)*
___ Because, and (I stayed home because I was sick.)*
___ Both ... and (both Paco and Ana)

Word Order and Patterns

___ SVO Subject + Verb + Object (direct) *
___ Verb + infinitive (He wanted to work.)* (List verbs)
___ Verb + indirect object + object (He gave her the message.)
___ Verb + direct object + to + indirect object (He gave the message to her.)
___ Verb + direct object + for + direct object (He took the message for her.)

Other Grammatical Points

___ Interjections (Ouch! Hey! Oh!)*
___ Exclamatory (What a beautiful car!)
___ Adjectives + prepositions:
___ Transitive / Intransitive Verbs and Adjectives - Be used to (accustomed to - I am used to hot weather), be afraid of, be interested in, etc.

ELM Branches Out! - Level 3 - Describing

MELT COMPETENCIES:

Cla 8*	Ask for information or clarification using basic question words. ("How?"; "Go where?")
Cla 9*	Give clarification in response to basic question words. ("Trung is not here." - Who? - "Trung.")
Cla 11	Ask about the meaning or the pronunciation of a word. ("What does ....mean?"; "How do you say...?")
EOJ 18	Ask / tell where a co-worker is. (Where's Tran? - "He's in the cafeteria.")
Per 15*	State or write own physical characteristics, including height, weight, color of hair, eyes.
Soc 19*	Give simple compliments about food, clothing, or housing. ("I like your watch.")

VOCABULARY:
Height, ht., weight, wt. blond, brown, black, auburn, gray, blue, green, brown, How much do you weigh?, How tall are you?, general questions using 'how', 'who', 'what' 'go where'? for clarification of information or directions, compliment, I like your dress. , Your writing is neat., Your homework is super!, Your eyes are beautiful, I love the cake you made., Your work is fine. You have done a great job., This is a great apartment!, ... Where is.... Responds appropriately. The senses: tastes, looks, sounds, feels, smells. Opposites: sweet, sour, beautiful, ugly, quiet, loud, soft, rough, fresh, stale, etc.

LISTENING:
Understands basic who, how, what, go where, where is / are questions. TPR a variety of these questions with student indicating object, person, etc., audio tapes, Listen to TV ad and note who, what, where questions / answers, jazz chants, video sight words

SPEAKING:
Jazz chants, TPR using who, what, how, go where questions to review vocabulary , group interactions with student describing another by weight and height, hair color, eye color...who is it? Same with variety of objects in environment...what is it? and where is it?, student selected vocabulary in area of job or career interest, asking meaning and pronunciation of words. Brainstorm group for descriptive words around a particular object.

READING:
Voice activated computer programs to continue building basic vocabulary, student selected vocabulary in area of job or career interest, asking meaning and pronunciation of words, reading student information in charts generated from interviews regarding personal descriptions. Mime descriptive words with group identifying the non-verbal language frequently witnessed in social situations.

WRITING:
Student journal writing from language experience statements of description of person. Using magazine pictures of people (student selected) and or real people / objects, students write description of physical characteristics as they perceived them.

FUNCTIONAL SKILLS:
Interpret non-verbal body language expressions
Personal descriptive information as used on forms
Verification of meaning of selected vocabulary
Verification of names of objects

COMMUNITY SKILLS/ RESPONSIBILITIES:
Offer compliments
Respond to basic questions for clarification
Respond to inquiries about another persons whereabouts
Respond to questions about physical self description

RESOURCES continued:

In Other Words: Unit 1
In The Know 2: Unit 1
In the Real World-Activities for Oral and Written Communication: Unit 1
InterCom 2000, Book 1: Units 1, 3
InterCom 2000, WB 1: Units 1, 3
Lifelines 2: Ch. 3
Longman Picture Dictionary
Oxford Picture Dictionary
Oxford Picture Dictionary Beginner's Workbook: Ch. 37
Real Conversations, Book 2: Unit 3
Real Life English Book 2: Units 1, 3
Real Life English, WB 2: Units 1, 3
Real to Reel: Unit 1
Settling In: Lessons 1
Side By Side Activity Book 1: Ch. 1
Side By Side Book 1: Ch. 1
Speaking Up At Work: Unit 1
Start Right: Ch. 7
Survival English: Unit 10
Vistas, Book 2: Unit 2
Vistas, WB 2: Unit 2
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
Video: TV Tutor Sight Words Volume I
Video: TV Tutor Sight Words Volume II

MELT COMPETENCIES:

EFJ 10*	Ask others for help in finding a job from friends, sponsor, job developer. "Who's that?" - Tran. - "Where's he from?" - Vietnam.)
Per 14*	State or write the name, relationship and age of family members.
Soc 16*	Ask simple questions about daily activities and weekly routines. ((Do you work on Saturdays?")
Soc 17*	Make and respond to invitations and offers in person using simple language. (Do you want a ride home? - "Yes, thank you.")
Soc 18*	Ask permission to use or to do something. ("Can I smoke here?")
Soc 20	Ask simple questions about another person's name and background

VOCABULARY:
Names and ages of family, wife, mother, father, aunt, uncle, son, daughter, step son, step daughter, cousin, niece, nephew, work, play, study, read, practice, exercise, shower, eat breakfast - lunch-dinner- snack, errands, go to the movies, visit friends, 'hang out', watch TV, clean, fix, repair, telephone, Do you want....? Can you....? I'm busy, I'm not free, I have to..., sorry, another time, Can I ...., Where do you live....work... to go school... ? Where is your home...? Where are you from...? Do you know... (person)? Do you know anyplace hiring? ....

LISTENING:
Brainstorm for activities writing on board, video listening, listening to role plays of activity conversations etc..., listening to individual reports of activities, listen to teacher readings of selected stories

SPEAKING:
Role play a variety of activity / interview scenarios , 1-1 interviews regarding activities marking information on pre-made chart, report on activity survey, invitations to join an activity and responses when asked, respond to readings

READING:
VAK individual activity preferences and relationship words , read family chart, read an invitation, crossword puzzles of selected vocabulary, universal symbol for "no" signs, selected family stories as modeled

WRITING:
Student journal listing family members in student's lives. Create family tree identifying names, age and relationship of family members, language experience 'remembering stories', write an invitation, chart of group activities from individual interviews

FUNCTIONAL SKILLS:
Provide names of important people in student's life
Read names and information of important people in student's life
Recall of family remembering

COMMUNITY SKILLS:
Interprets universal "no" sign symbol
Offer invitations
Report on individual activities
Respond to invitations

RESOURCES:
Teacher / student made materials:
    Student writing journals
    Chart outline for activities
    Crossword puzzles
A Conversation Book, English in Everyday Life 2: Unit 2
A Picture's Worth A Thousand Words: Pages 81, 82
Basic Vocabulary Builder Blackline Masters: 8
Beginning English Day By Day: Unit 4

RESOURCES continued:

Crossroads-2SB: Units 4, 6
Crossroads-2TR: Units 4, 6
English For Adult Competency, Book 1: Ch. 1
English Step By Step With Pictures: Chs. 28, 29
ESL Literacy: Unit 7
Fast Track 1 A: Unit 2
Fast Track 1 B: Unit 6
Fast Track 2 A: Unit 1
Here To Stay In The USA: Unit 3
In the Real World-Activities for Oral and Written Communication: Unit 8
InterCom 1: Units 2, 3, 5, 8, 15
Life Prints 1: Unit 2
Lifeskills 1: Units 4, 6
Longman Picture Dictionary
Longman Picture Dictionary Beginner's Workbook: # 14
No Hot Water Tonight: Chs. 1,2, 5, 7, 8
Oxford Picture Dictionary
Real Life English, Book 2: Unit 1
Real Life English, WB 2: Unit 1
Remembering 1: Neighbors, Family
Remembering 2: My Grandparents, My Grandfather's Life
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lesson 23
Side By Side 1: Units 3,4,6,9, 17
Spaghetti Again?: Chs. 2, 3, 5
Stories To Tell Our Children: 2
The Working Experience 1: 3, 9, 15
Vistas, Book 1: Units 7, 8
Vistas, Book 2: Unit 7
Vistas, WB 1: Units 7, 8
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

Soc 21	Identify major United States holidays ("New Years Day"; "Thanksgiving"; etc.)
Tim 10*	Ask about and give dates when asked. (When is your daughter's birthday? - "November 23rd.")
Tim 11*	Write the date as requested on a variety of forms.
Tim 12	Ask and answer questions using general time phrases.(When does school start? - "Next Monday." - When did you come to the US.? -"Last year.")
Tim 13	Read and write clock time. (A quarter after ten --- 10:15; Twenty minutes to eleven --- 10:40)

VOCABULARY:
Family birthdays, other special anniversaries, events, schedules, etc., clock time phrases, holidays: New Years, Martin Luther King's Birthday, Valentine Day, Easter, Memorial Day, Flag Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving, Christmas ... ethnic celebrations, religious feasts and festivals, holidays of the student's homeland, last year, last month, last week, yesterday....

LISTENING:
Traditional American holiday songs, jazz chants, TPR calendar kit, calendar video, Bingo game about holidays with clues being traditional songs, foods, events of holidays, teacher readings of stories about holidays and other readings listed, listening to television specials regarding holidays

SPEAKING:
Sharing by group of ethnic variations of "American" holidays, telling time bingo, paired interviews and reporting of calendar schedules of community events at library, art festivals, craft shows, league sports, community and regional festivals; field trip to appropriate events, students respond to teacher readings answering questions, sharing feelings

READING:
Read clock time written in numbers and words on time bingo cards, read community calendar schedule, calendar video, group language experience story about group event attended and planned...

WRITING:
Group language experience story about an event students have attended, write holidays on calendar, on calendar students will write dictated times on appropriate date, students will date all papers appropriately. Student journal--- My favorite holiday is ...

FUNCTIONAL SKILLS:
Date all written materials
Read dates from numbers
Read digital clock time
Read dates from words
Write schedule on calendar with appropriate times

COMMUNITY SKILLS / RESPONSIBILITIES:
Read community calendar for dates and event times
Respect punctuality and reporting
Share knowledge and understand spirit of American holidays

RESOURCES:
Teacher / student made materials:
    Calendars, picture cards, magazines,
    student made clocks, digital clock
A Conversation Book, English in Everyday Life 1: Unit 4
A Field Guide To Literacy: Part IV
Amnesty 1: Unit 3
Beginning English Day By Day: Units 2, 3
Crossroads-2 SB: Unit 4
Crossroads-2 TR: Unit 4

RESOURCES continued:

Crossroads-3 SB: Unit 9
Crossroads-3 TR: Unit 9
English For Adult Competency, Book 1: Ch. 10
English Step By Step With Pictures: Ch. 43
Expeditions Into English, Reading 1: Unit 12
Expressways Foundations A: Chs.5, 6, 9
Fast Track 1 A: Units 4, 6
Fast Track 2B: Unit 5
Here To Stay In USA: Unit 3
InterCom 2000 1: Units 3,4,5
Jazz Chants: # 42, 43
Lifeskills 1: Units 1, 3, 8
Longman Photo Dictionary
Longman Photo Dictionary Intermediate WB: 2
Looking At American Holidays
Oxford Picture Dictionary
Real Life English, Book 2: Unit 4
Real Life English, WB 2: Unit 4
Second Steps in Reading and Writing: Supplement 1, 2
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lessons.9, 10
Shifting Gears 2: Lesson 25
Side By Side 1: Ch. 14
Speak Up At Work: Unit 2:3
Stories to Tell Our Children: 1
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
Video: TV Calendar
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

ELM Branches Out! - Level 3 - Health

MELT COMPETENCIES:

Cla 10*	Ask someone to spell or write something. ("Can you write it for me?")
He 15 *	Ask about and follow simple instructions for using medicine. ("How much?"; "How many?")
He 16 *	State symptoms associated with common illness. ("I have diarrhea.")
He 17 *	Read the generic names of common non-prescription medicines. (Aspirin; cough syrup)
He18 *	Read and follow directions on medicine labels, including abbreviations. (Take 2 tsp. 3 times a day)
He 19	Ask for assistance in locating common non-prescription medicines. ("Where is the aspirin?")
He 20	Follow simple oral instructions about treatment. (Stay in bed. Take one pill every day.)
He 21	Locate facilities within a hospital by reading signs. (X-ray; cafeteria)

VOCABULARY:
Symptoms, nausea, headache, vomiting, diarrhea, pain, bleeding, cough, ache, swelling, temperature, examination, generic names, non-prescription, aspirin, laxative, cough drops, cough syrup, allergy medication, poison ivy cream, burn ointment, antacid tablets, vitamins, How much..., How many (tablets, pills, doses, times a day, ...?) , Where can I find ..... (medicine)? Where can I buy....? Stay in bed, Drink liquids only, Eat a soft diet, Take this ....(medicine) every day....Stay home from work.; light work only, no heavy lifting, Go to physical therapy every day, x-ray, lab, pharmacy, cafeteria, waiting room, lobby, ... dosages--tsp., tbs., ...Can you spell that? Will you write that down for me? I need an interpreter.

LISTENING:
Health video, audio tapes, modeled dialogues, health bingo, play interpreter - explaining when to take medicine, TPR with hospital signs,

SPEAKING:
Role play clinic/doctor receptionist and incoming patient - with paired interviews stating symptoms and requesting interpreter, student assumes role of caller for health bingo, using descriptive picture cards viewer attempts to identify health problem

READING:
Computer generated vocabulary crossword puzzle, reading hospital signs, reading over the counter medicine labels, reading expiration date on over the counter medicines, read picture instruction sheet, read over the counter generic medicine names

WRITING:
VAK vocabulary words individualized for particular student , complete simple health care form, create chart with instructions, cloze sentences regarding instructions for taking medicines

FUNCTIONAL SKILLS:
Communicate health symptoms
Follow directions for taking medicine
Read over the counter generic medicine names
Request interpreting help

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask someone to spell or write something
Follow oral instructions about treatment
Locate facilities in hospital setting
State symptoms of health problem

RESOURCES:
Teacher / student made materials:
    Student writing journals, computer crossword puzzles
A Conversation Book II: Unit 6
A Conversation Book, English in Everyday Life 1: Unit 8
A Field Guide for Literacy: Health
A Picture's Worth A Thousand Words: 30

RESOURCES continued:

Beginning English Day By Day: Units 5, 6
Crossroads-2 SB: Unit 5
Crossroads-2 TR: Unit 5
English For Adult Competency 1: Ch. 3
English For Adult Competency 2: Ch. 3
Expressways 2: Unit 6
Expressways Foundations B: Ch. 6
Fast Track 1B: Unit 6
Here To Stay In USA: Unit 9
In the Real World-Activities for Oral and Written Communication: Unit 14
In Other Words: Unit 2
Life Prints - 1 RM: Unit 9
Life Prints - 1 SB: Unit 9
Lifelines 2: Chs. 17, 18
Lifeskills 1: Unit 10
Moving On, Beginning Listening 2: Unit 9
On Your Way: Unit 11
Read It!: Body Care
Real Conversations 2: Unit 4
Real Life English, Book 2: Unit 8
Real Life English, WB 2: Unit 8
Reel To Real: Unit 20
Settling In: Lessons 16, 18
Side By Side 1: Ch. 15
Speaking Of Survival: The Doctor, The Emergency Room
Speaking of Pictures 2: Going to the Doctor
Vistas 2: Unit 5
Whadda Say?: 19 - 21
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
Video: Stage One-Health
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

ELM Branches Out! - Level 3 - Shopping

MELT COMPETENCIES:

Mon 7	When incorrect change is received, identify and request correct amount of change from purchase. ("Excuse me, my change should be $5.00.")
Sho16	Read prices and weights of various food items and determine best buy by comparing. ($1.80 / LB.)
Sho17	Respond to cashier's questions concerning means of payment. (Cash or charge? - "Cash.")
Sho18	Request a different size or price. ("Do you have a gibber one?")
Sho19	Ask for a receipt. ("Can I have a receipt, please?")

VOCABULARY:
Price, weight, ounce, oz, pound, lb. pint, pt., quart, qt, gallon, gal. unit pricing, compare, comparison, price per ...., bigger, smaller, shorter, longer, larger, cash, charge, credit, Can I have a receipt, please?, I need a receipt, please.; Would you check the change please...I gave you.....My change should be....calculate, calculator

LISTENING:
Role play paying for clothing and foods, calculate unit pricing, follow instructions on using a calculator, TPR comparison of sizes, discuss responsible buying using cash, credit

SPEAKING:
presentations of conversations involving identification and requesting correct change, request for receipt, request for a different size, method of payment, brainstorm and discuss items bought with cash / credit

READING:
Reading prices per unit and performing calculation for comparison, reading newspaper ads / flyers for same, discerning differences in sizes, reading CASH ONLY, CREDIT CARD, CHARGE check out lanes, crossword puzzles with selected vocabulary,

WRITING:
Price amounts, chart unit pricing for student selected items, list cash / credit lists, Journal writing about buying on credit

FUNCTIONAL SKILLS:
Understand size and weight amounts and abbreviations
Use calculator for numercy skills in unit pricing
Use unit pricing to compare costs

COMMUNITY SKILLS / RESPONSIBILITIES:
Discerns responsible use of cash / credit
Request different sizes and / or weights of selected items
Respond to basic information signs in stores

RESOURCES:
Teacher / student made materials:
- Computer crossword puzzles, newspaper flyers / ads
- variety of size and weight labels from cartons, packages, with prices, etc.
- play or real money for making change
- calculators

A Conversation Book, English in Everyday Life: Ch. 7
Beginning English Day By Day: Units 7, 8
Calculator Power: A Modern Approach to Math Skills
Crossroads-2 SB: Unit 9
Crossroads-2 TR: Unit 4
Crossroads-2 TR: Unit 9
Crossroads-3 SB: Unit 4
English For Adult Competency, Book 2: Ch.2
Expeditions Into English, Listening and Speaking I: Unit 7

RESOURCES continued:

Fast Track 1 B: Unit 1
Here To Stay In USA: Unit 5
Lifeskills 1: Units 2, 5
Longman Picture Dictionary
May I Help You?: Ch. 5
Money Math: Section A
Oxford Picture Dictionary
Real Life English, Book 2: Unit 6
Real Life English, WB 2: Unit 6
Shifting Gears: Lesson 3 (Hardware Store)
Speaking Of Survival: Food
The New Oxford Picture Dictionary, Beginner's Workbook: Units 6, 7, 15
The New Oxford Picture Dictionary, Intermediate Workbook: Units 6, 7
Whadda Say?: Pages 29 - 31, 36 - 38
Working Makes Sense: Pages 23, 24,26
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
Audio: Speaking of Survival-Food
CAI: Math Blaster
CAI: Project Star, Level 2 series
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

Ban 5 *	Write a check.
Ban 6	Fill out a money order, including date, amount, name of addressee, own name & signature.
EFJ 13	Answer basic direct questions about pay, work availability, and hours. (Is $4.00 an hour OK? - "Yes", When can you start? - "Tomorrow."; Can you work nights? - "Yes.")
Hou 10*	Identify total amount due on monthly bills. (Amount Due: $35.87)

VOCABULARY:

Check, pay to the order of, money order, monthly bills, utility bills, telephone, gas and light bill, electric bill, insurance statement, premium due, amount due, total due, balance, minimum payment, full payment, How much is my pay?; What will the rate be for my work?; What is the wage rate?; I can work the ... shift, I can work days, evenings, nights, weekends, afternoons, mornings... ; What will the hours be?; When can I start to work?; Will I start tomorrow? Will I start next week?

LISTENING:

Work video, listening to work / rate scenarios, follow instructions for writing a check, filling out a money order....vocabulary bingo. Use a calculator and multiply rate of pay and hourly rates in 'Find the Total' game. Multiplication video

SPEAKING:

Role play scenarios involving questions concerning pay, starting times, schedules, etc. paired surveys of utility bills; cashier / payee scenarios accepting checks and money orders checking for accuracy in completing, vocabulary bingo with student caller, Flash card games involving multiplication facts

READING:

Read a check, money order, utility bills, chart with hourly rate, number of hours per week, weekly rate, shift schedule, etc.... crossword puzzle of selected vocabulary words

WRITING:

Complete a money order, write checks for various amounts, post checks, list monthly bill amounts in student journal. Those individuals in an institution can project or list amounts used for postage, commissary, etc.

FUNCTIONAL SKILLS:

Fill out a money order
Multiply accurately
Write a check

COMMUNITY SKILLS / RESPONSIBILITIES:

Calculate hourly rate and number of hours
Check accuracy of check given to him
Identify total amount of monthly bill(s)
Understand accurate, timely, and responsible payment of bills
Understand payment terms of employment

RESOURCES:

Teacher / student made materials:
    Facsimiles of money orders, checks
    Flash cards for x's tables
    Calculators
A Conversation Book II: Unit 7
A Field Guide To Literacy: Money
Basic Adult Survival English 2: Units 2,6,7
Basic Vocabulary Builder Blackline Masters
Beginning English Day By Day: Unit 3
Crossroads-2SB: Units 2, 3
Crossroads-2TR: Units 2, 3
Fast Track 1 A: Unit 5

RESOURCES continued:

Fast Track 2 B: Unit 2
Here To Stay In USA: Unit 6
In Other Words: Unit 9
In Print: Ch. 8
In the Real World-Activities for Oral and Written Communication: Unit 3
Life Prints - 1 SB: Unit 8
Life Prints - 1 TR: Unit 8
Lifeskills 1: Unit 7
Longman Photo Dictionary
Longman Photo Dictionary, Beginning Workbook: 4
Longman Photo Dictionary, Intermediate Workbook: 5
May I Help You? Chs. 3, 4
On Your Way: Unit 5
Oxford Picture Dictionary
Real Life English, Book 2: Unit 2
Real Life English, WB 2: Unit 2
Reel To Real: Unit 3
Second Steps In Reading and Writing: Lessons 17, 40
Speak Up At Work: Unit 10-1
Speaking Of Survival: Banking
Survival English: Unit 10
Survival English: Unit 10
The Working Experience 1: Units 6, 11
Audio: Crossroads, Level 2
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
CAI: Math Blaster
Video: TV Tutor: Multiplication
Video: TV Tutor: Sight Words I
Video: TV Tutor: Sight Words I I

MELT COMPETENCIES:

Dir 9 *	Give simple directions to a place. (("Turn right / left. Go to the third house.")
Dir 10	Identify own home and major streets or landmarks on a simplified map. (I live on 22nd Street.")
Tra 7 *	Respond to and ask basic questions about one's own or others' departure/arrival times. ("When are you leaving?")
Tra 8 *	Respond to common requests. (Please move to the back of the bus.)
Tra 9 *	Ask when or where to get off or on a local bus / train. ("I'm going to the post office. Where do I get off?")
Tra 10	Buy bus, plane, or train tickets. ("I'd like a one - way ticket to Chicago.")
Tra 11	Read common signs in an airport or bus / train station. To Gates 6 - 14; Tickets)

VOCABULARY:
Departure, arrival, time, going, leaving, get off, take...., one way ticket, round trip ticket, token(s), car pooling, directions, step up, move back, move forward, your ticket please, take a seat, step to the counter, pick up your baggage, report to the information counter, turn right, turn left, straight ahead, on your right, on your left, post office, hospital, employment office, clinic, theater, mall, bus station, train station, airport....TICKETS, BOARDING AREA, INFORMATION, SECURITY, GATE, LUGGAGE CLAIM, LOST AND FOUND, TELEPHONE, TAXI

LISTENING:
TPR directional terms, audio tapes, play Hunt game using directional terms for picture or play items related to vocabulary, direction video, jazz chant tapes

SPEAKING:
Modeled presentations, role play directions with students stating and following directions in team play, students interview others for times that they depart for work or school and their arrival times at work or school, compare general amounts of times for traveling on a daily basis, discuss car pooling and energy conservation, student provides audio tape of directions to home, respond to direction video, TPR a variety of directions, TPR Main Street Kit, jazz chants, discuss tipping, common courtesies of giving up seat for elderly, etc.

READING:
Student drawn picture maps to home, building place and transportation signs, crossword puzzles, chart of arrival and departure times of students in class

WRITING:
Make a chart of arrival and departure times, student drawn picture maps to home, student journal writing about their mode of transportation to get to class, to work, on vacation, computer generated location signs for mock scenes in classroom

FUNCTIONAL SKILLS:
Provide answers to appropriate requests for information
Understand and respond to simple directions

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask for transportation destination
Awareness of energy saving transportation
Cultural awareness of appropriate etiquette
Provide picture map to home
Provide simple directions to their home
Read common transportation building signs

RESOURCES:

Teacher / Student made materials:

Student generated picture maps and signs,
student journals,
computer generated crossword puzzles,

A Conversation Book 1: Unit 6
A Field Guide To Literacy: Maps, Transportation
A Picture's Worth A Thousand Words: Page 38
Beginning English Day By Day: Units 4, 11
Crossroads-2 SB: Unit 10
Crossroads-2 TR: Unit 10
English for Adult Competency 2: Ch. 4
Fast Track 1 A: Unit 3
Fast Track 1 B: Unit 6
Fast Track 2 B: Unit 5
In the Real World-Activities for Oral and Written Communication: Unit 5
Inter Com 2000 Book 2: Unit 2
Lifeskills 1: Unit 3
Longman Picture Dictionary
Looking At American Signs: Pages 1 - 31
May I Help You?: Ch. 2
Moving On, Beginning Listening 2: Unit 5
Oxford Picture Dictionary
Oxford Picture Dictionary-Beginning WB: 43, 44
Oxford Picture Dictionary-Intermediate WB: 32, 40, 41,
Practical Vocabulary Builder Blackline Masters
Real Conversations 2: Unit 1
Real Life English, Book 2: Unit 10
Real Life English, WB 2: Unit 10
Shifting Gears: Lessons 21 - 29
Side By Side 2: Unit 7
Small Talk, More Jazz Chants from: Unit 12-2, 3
Speaking Of Survival: Transportation
Vistas, Book 2: Unit 6
Whadda Say?: Page 168
Audio: Crossroads, Level 2
Audio: Oxford Picture Dictionary Audio Tape
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Maps
CAI: Print Shop
CAI: Project Star: Level 2 series
TPR: Main Street Kit
Video: Stage One - Directions
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

EFJ 8*	Respond to specific questions about previous work experience using short phrases, including occupation(s), length, and dates of employment. (What was your job? - "Cook" - How long? - "Ten years")
EFJ 9*	Fill out a simple job application form, excluding previous or current occupations and dates of employment.
EFJ 11*	Inquire about job openings and determine a time for an interview in person. (("Is there a job opening for a housekeeper?" - Yes. - "What time can I interview?" - Monday, at 9:00.)
EFJ 12*	State own situation in regard to work shifts, starting date, specific hours, and payday. ("I can work 3 to 11?")
EFJ 14	Express concerns and fears about the job in simple terms. ("The job is dangerous.")
EOJ 16*	Follow simple oral instructions which contain references to places or objects in the immediate work area.
EOJ 17*	Modify a task based on changes in instructions. (Wait! Don't use that.)

VOCABULARY:
Jobs, work experience, kinds of work, length of time, job history, job interview, job openings, shift work, dangerous, hazards, hazardous materials, hazardous wastes, explosives, contaminated area, environmental, wait, try this, change this, reverse the process, check that order, and student offered instructions relevant to their jobs

LISTENING:
Modeled presentations of brief interviews at employment office stating job skills, video presentations of work scenarios, audio tapesof occupational job titles, role play scenarios involving interest in work and past jobs, following instructions, modifying routine as instructed, bingo games, listening and following directions for simple job tasks, listening to teacher read materials

SPEAKING:
Modeled presentations of brief interviews at employment office regarding job skills, respond to video presentations of work scenarios, paired interviews involving providing interest in work and past jobs, TPR work kit, TPR work directions, using picture cards identify work titles of jobs held by the students-present or past, brainstorm and create list of hazards

READING:
VAK for individual job skills, voice activated computer application form, work direction video, individual job / occupation titles, computer generated crossword vocabulary puzzles, using magazine pictures of work scenes- identify work task, newspaper headlines of work accidents

WRITING:
Voice activated computer application form writing, complete a variety of simple ID / application forms, student journal - language experience concerning job skills , label pictures of workers from magazines, newspapers with name of job title and work task, student drawn pictures of work hazards with brief labeling / description

FUNCTIONAL SKILLS:
Communicate job history in simple terms
Communicate job skills in simple terms
Complete simple application

COMMUNITY SKILLS / RESPONSIBILITIES:
Awareness of job hazards and safety instructions
Complete simple interview for job with particular emphasis on job skills, job history
Follow one step oral directions for locating items
Modify task as instructed

RESOURCES:
Teacher / student made materials:
ID form, crossword puzzles, student writing journals, newspapers, magazines

RESOURCES continued:

A Conversation Book I, English in Everyday Life: Unit 7
A Conversation Book II, English in Everyday Life: Unit 4
A Picture's Worth A Thousand Words, A Vocabulary Book: # 12, 14
Basic Adult Survival English 2: Units 3, 7
Basic Vocabulary Builder Blackline Masters
Beginning English Day By Day: Unit 10
Crossroads-2 SB: Units 7, 9
Crossroads-2 TR: Units 7, 9
English For Adult Competency, Book 1: Ch. 7
Expressways 2 SB: Unit 15
Expressways 2 WB: Unit 15
Expressways, English for Communication, Foundations A: Unit 8
Expressways, English for Communication, Foundations B: Unit 15
Fast Track-1A: Unit 5
Fast Track-2A: Units 2, 4
Fast Track-2B Units 3, 6
Here To Stay In USA: Units 6, 7
In Other Words: Unit 10
In Print: Ch. 7
InterCom 2000, Book 1: Unit 1
Janus Job Application Language Survival Vocabulary
Janus Job Application Language Flash Cards
Jazz Chants: 48, 49
Lifeskills 1: Unit 6
Longman Picture Dictionary
Looking At American Signs: Pages 36,37
May I Help You?: Ch. 6
More Picture Stories: Unit 5
Oxford Picture Dictionary
Oxford Picture Dictionary, Beginner's Workbook: Unit 64
Oxford Picture Dictionary, Intermediate Workbook: Units 61 - 63
Practical Vocabulary Builder Blackline Masters
Practical Words and Phrases, Deck 6
Real Conversations 2: Units 3, 5
Real Life English, Book 2: Unit 9
Real Life English, WB 2: Unit 9
Remembering 2: Jobs
Shifting Gears 2: Job Interview Simulation
Side By Side 2: Ch. 4
Speaking Of Survival: Jobs
Speaking of Pictures 3: Getting a job
Speaking Up At Work: Units 2, 4
Start Write: Unit 4
Working in English 1: Units 4, 8, 9, 12, 13, 15
Your 1st Job
Audio: Crossroads, Level 2
Audio: Oxford Picture Dictionary
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Penn State Reading: Job Application
CAI: Project Star, Level 2 series
TPR: Work Kit
Video: Stage One, Work
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

CmS 9*	Report location and problem in an emergency outside the home. ("Help! There's a robbery at 10 Main Street!")
Hou 9*	Ask for information about housing, including location, number of and types of rooms, rent, deposit, and utilities. ("Where is the apartment?" ; "How many rooms are there?"; "How much is the rent?")
Hou 11*	Arrange a time with the landlord to make household repairs, in person. ("Can you fix the furnace this morning?")
Hou 12	Describe own housing situation, including cost and size and number of household members. ("My apartment is too small.")
Hou 13	Make simple arrangements to view housing in person. ("Can I see the apartment this afternoon?")
Tra 12	Read common traffic and pedestrian signs. (ONE WAY; KEEP RIGHT; NO PARKING)

VOCABULARY:
There's an accident ......, There's a fire...., There is a robbery..., There's a fight..., Where is the apartment?, How many rooms?, How much is the rent? Is there a deposit required? How much is the deposit? Is the apartment close to a bus stop? When can you come to repair.....? Can you come today? We have no....(heat, water, etc.) I need ... (number of rooms, appliances, location), When can I see the apartment? ONE WAY, KEEP RIGHT, NO PARKING, BIKE LANE, WAIT, STOP, 15 MINUTE PARKING, PARKING PERMIT .... HANDICAP PARKING, LOAD AND UNLOAD ZONE,

LISTENING:
Modeled presentations of housing inquiries, audio tape of vocabulary, traffic and pedestrian sign bingo, use tape recorders to simulate telephone conversation listening, listen to teacher readings of literature and newspaper

SPEAKING:
Paired interviews regarding housing needs, reporting emergencies, requesting repairs, use picture cards depicting housing problems and needed repairs for students to identify problem / repair needs, survey students housing needs

READING:
Common traffic and pedestrian signs, selected vocabulary words (individualized for particular needs), crossword puzzles, selected readings modeled by teacher, newspaper headlines regarding neighborhood emergencies

WRITING:
Complete crossword puzzles, chart survey list of student housing needs, write housing signs on computer, language experience writing in student journal---the kind of housing I have / would like to have...

FUNCTIONAL SKILLS:
Identify housing needs
Identify housing repair needs

COMMUNITY SKILLS / RESPONSIBILITIES:
Answer questions regarding housing needs
Awareness of community courtesies regarding handicapped
Initiate reports of emergencies
Report and request housing problems and repairs
Understand common traffic and pedestrian signs

RESOURCES:
Teacher / student made materials:
    Computer generated housing signs and crossword puzzles
    student writing journals
A Conversation Book 2; Unit 3
A Field Guide To Literacy: Signs

RESOURCES continued :

Basic Adult Survival English 2: Units 3, 4, 5
Beginning English Day By Day: Units 9, 11
Crossroads-2 SB: Units 2, 10
Crossroads-2 TR: Units 2, 10
English For Adult Competency, Book 1: Ch5
English Step By Step With Pictures: Ch. 44
Expressways 2: Units 6, 10
Expressways, Foundation B-SB: Ch. 16
Expressways, Foundation B-WB: Ch.16
Fast Track 1 B: Unit 2
Fast Track 2 B: Unit 3
Here To Stay In USA: Units 4, 8, 10
In Other Words: Unit 3
In the Real World-Activities for Oral and Written Communication: Units 10, 12
Lifelines 2: Ch. 14
Lifeskills 1: Units 1, 4, 9
Living In English, Basic Skills for the Adult Learner: Units 2, 3
Longman Picture Dictionary
Looking At American Signs: Pages 34, 35
More Picture Stories: Units 7, 9
No Hot Water Tonight: Chs. 4, 6, 9, 10, 11
On Your Way: Unit 7
Oxford Picture Dictionary
Oxford Picture Dictionary , Beginner's Workbook: Units 29, 32, 34
Oxford Picture Dictionary , Intermediate Workbook: Unit 27
Practical Vocabulary Builder Blackline Masters
Real Life English 2: Unit 7
Real Life English, WB 2: Unit 7
Second Steps In Reading And Writing: Lessons 15, 30
Settling In: Lessons 12, 13
Side By Side 1: Unit 7
Speaking Of Pictures: Renting an Apartment
Speaking Of Survival: Fire and Robbery, Housing
Vistas, Book 2: Unit 4
Audio: Crossroads, Level 2
Audio: Speaking Of Survival - Fire and Robbery
Audio: Real Life English, Level 2
CAI: Project Star, Level 2 series
CAI: Print Shop
CAI: Crossword Puzzles
Video: TV Tutor Sight Words I
Video: TV Tutor Sight Words II

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ____________________

Level: _____ **Unit:** _______________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

Suggested Techniques:

Suggested Materials:

1993 ELM Branches Out! Tutor Guide Sheet

Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES
Student Competency Check Sheet

Name: ________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

Cla 13*	Spell or write something for purposes of clarification.
Cla 14*	Repeat instructions to verify comprehension. (Go to Room 4. - "Room 4?")
CmS 12	Fill out a change of address form, with assistance.
EFJ 19	Answer basic questions about educational background, including dates and location (s) (by country). (What is your educational background?)
EFJ 20	State long-term work goals. ("I'd like to be a supervisor.")
HE 28	Fill out a simple insurance form with assistance.

DESCRIBING - MELT COMPETENCIES:

He 23*	Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
He 29	Respond to simple questions about physical condition or disability. (Do you have any health problems?--" I have allergies.")
EOJ 19*	Give simple one-step instructions to co-workers. ("Put the tools over there.")
EOJ 23*	Report specific problems encountered in completing a task. ("I don't have any more paper.")
Hou 14*	State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental-date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")

RELATIONSHIPS - MELT COMPETENCIES:

EOJ 21*	Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. ("I'm sorry. I won't do it again.")
Soc 24	Talk about personal interests, recreation, or hobbies. ("I like to cook.")
Soc 26	Thank someone for help or for a gift in a variety of ways. ("Thank you for the gift. It's very nice.")
Tel 7*	When answering the telephone, locate the person requested or indicate that the person is not here, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")

ENVIRONMENT - MELT COMPETENCIES:

EOJ 22*	Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")
Hou 15*	Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")
Hou 17	Ask about and follow special instructions on the use of an apartment or housing. (Take out the garbage on Thursdays.)
Soc 22*	Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Soc 25	Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")

ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

HEALTH - MELT COMPETENCIES:

He 22*	Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem/matter? Can I go to work?")
He 24*	Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time --- after school or work hours.
He 25*	Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
He 26	Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
He 27	State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")

SHOPPING - MELT COMPETENCIES:

Sho 20*	Express a need to return/exchange merchandise and state satisfaction/dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")
Sho 21	Read supermarket/department store newspaper ads or use coupons for comparative shopping (FLORIDA ORANGES, 5 LB. BAG $1/79)
Sho 22	Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)
Sho 23	Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)
Sho 24	Request a particular color or style of clothing. ("Do you have this in light blue?")

MONEY / BANKING - MELT COMPETENCIES:

Ban 7*	Fill out deposit/withdrawal slips.
Ban 8	Buy and fill out an international money order.
CMS 13	Ask simple questions to determine correct postage. ("How much is this letter by airmail?")
Hou 16*	Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")
Mon 8	Report problems in using coin-operated machines. ("I LOST A QUARTER IN THE MACHINE.")

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

Cla 12*	Ask for clarification using a partial question with appropriate gestures. (Go to the cafeteria. "Go to..?")
Dir 11*	Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)
Soc 22*	Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Tra 13*	Ask where a bus/train is going, where it stops, and which buses/ trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")
Tra 14*	Read an arrival/departure information aboard in an airport or bus/train station.

ELM BRANCHES OUT! - LEVEL FOUR - MELT COMPETENCIES
Student Competency Check Sheet

Name: ___________________________________

OCCUPATIONS - MELT COMPETENCIES:

EOJ 20*	Follow simple two-step instructions on the job. (Take this and put it on the shelf.)
EOJ 24	Read first name and department on employer name tags. (ROSE. DEPARTMENT 10)
EFJ15*	Read want ads and identify skills needed for a job.
EFJ16*	Describe previous work experience, job skills, qualifications and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")
EFJ 17	Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary. Indicate several general types of entry-level work in the U.S. and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required"' "full-time.")
Hou 18	Ask about and follow instructions for using/maintaining common household equipment and facilities-defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CmS 11	Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)
Hou 19	Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")
Tel 8*	Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")
Tel 9	Make a long-distance call by direct dialing, or with the help of an operator.

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES
Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Four

Name: ___________________________________

Adjectives
___ Transitive adjectives (fond of, related to)*
___ Indefinite quantifiers(any, many, much, some, a lot of)**
___ Position and ordering *
___ Participial (I was tired. The movie was interesting.)
___ Nouns as modifiers (vegetable soup, flower garden)

Adverbs
___ Of manner (easily) **
___ Of time (already / yet, for / since)* (soon, just, still, ever)
___ Of time (ago)*

Be
___ Past tense (was, were)**

Nouns
___ Count / non count (I like orange juice. I like cookies.)**
___ Possessive ('s - Tran's pencil)*
___ Possessive with gerund (He didn't like Mary's cooking.)
___ Gerunds (I like working.)*
___ Collective nouns (team, family, government)
___ Gerunds as subjects (Driving is stressful.)

Pronouns
___ Indefinite (some / any, anything/ something, nothing)**
___ Reflexive (herself, himself)*

Embedded Questions and Punctuation
___ (Do you know where he is? Do you know if he is here?)

General You
___ (You can't smoke on the bus.)*

Impersonal Subject
___ It (It's nice today.)***
___ There is, There are***

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)
___ Can / may (permission) (Can / may I smoke?)**
___ Will (polite requests) (Will you call? Will you open the door?)**
___ Shall (polite requests) (Shall I get it for you?)
___ Could / might (possibility - There could be a problem. There might be a problem.)*
___ Should (advice - You should get a job.)*
___ Must (You must stop that.)*
___ Have to, Have got to (You have to do this.)
___ Supposed to (obligation - You're supposed to sign in.)
___ Would rather (preference - I'd rather not say.)
___ Would you mind...? (polite requests)
___ Ought to (advice - You ought to give up coffee.)
___ Had better (advice --- You had better move quickly.)

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Four

Name: ___________________________________

Questions

___ "Wh- questions" (which, whose, why, how?)**
___ Negative questions (Isn't it beautiful?)
___ Tag questions (It's not, Isn't it?)
___ Negative yes / no questions (Don't you know him?)
___ Negative wh - questions (Which ones don't fit?)

Reported Speech

___ Statement (He told her that she should take medicine.)
___ Imperatives (He told me to stop smoking.)

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, present continuous***
___ Tense, future (going to, will)**
___ Tense, simple past**
___ Present perfect*
___ Past continuous*
___ Present perfect continuous
___ Future continuous
___ Passive with casual "have, make, get" (Have him call me. That makes me cry. Get her to do this.)

Subordinate Clauses and Punctuation

___ Of time (before, after, when, while, until - He watched while they worked.)*
___ Relative (who, which, that)
___ Of cause (because, so - I was sick so I stayed home. I stayed home because I was sick.)
___ Of place (I know where they live.)

Comparisons (Adjectives)

___ - er (larger than)**
___ More...than (more beautiful than)**
___ Less...than (less expensive than)**
___ -est (the largest)*
___ the most*
___ the least*

Comparisons (Nouns)

___ ... like ... (It works like a dream.)*
___ same ... as (same size as)*
___ different ... from (different size from...)*
___ As...as (as cheap as)

Conjunctions and Punctuation

___ Because, and (I stayed home because I was sick.)**
___ Both ... and (both Paco and Ana)*
___ Either ... or (either Paco or Ana)

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Four

Name: ______________________________________

Verb Tenses

___ Conditional present (real - If it rains, I won't go.)
___ Passive with get (He got hit by a car.)
___ Passive (present - My homework is done.)
___ Passive (past - My homework was done.)
___ Passive (present continuous - My homework is being done.)
___ Regular / Irregular verbs **
___ Causal "have, make, get" (Have him call me. That makes me cry. Get her to do this.)

Word Order and Patterns

___ Verb + infinitive (He wanted to work.)**
___ Verb + pronoun + infinitive (I asked him to help. I want you to be happy.)
___ Verb + indirect object + object (He gave her the message.)*
___ Verb + direct object + to + indirect object (He gave the message to her.)*
___ Verb + direct object + for + direct object (He took the message for her.)*
___ Verb + object + infinitive (He wanted water to drink.)
___ Verb + verb-ing (She enjoyed going to work.)(List verbs)

Other Grammatical Points

___ Interjections (Ouch! Hey! Oh!)**
___ Indirect commands with "Let's / Let's not...)*
___ Two word verbs separable (Take it out.)*
___ Two word verbs inseparable (Look at it.)*
___ Used to (previous habit (I used to smoke.)*
___ Exclamatory (What a beautiful car!)*
___ Adjectives + prepositions - Be used to (accustomed to - I am used to hot weather.)*
be afraid of, be interested in, etc. *
___ - ever words (whenever, whoever, wherever, forever, never)
___ Forms of other (another, each other)
___ Transitive / Intransitive Verbs ** and Adjectives*

ELM Branches Out! - Level 4 - Personal Information

MELT COMPETENCIES:

Cla 13*	Spell or write something for purposes of clarification.
Cla 14*	Repeat instructions to verify comprehension. (Go to Room 4. - "Room 4?")
CmS 12	Fill out a change of address form, with assistance.
EFJ 19	Answer basic questions about educational background, including dates and location(s) (by country). (What is your educational background?)
EFJ 20	State long-term work goals. ("I'd like to be a supervisor.")
HE 28	Fill out a simple insurance form with assistance.

VOCABULARY:

Educational background, years in school, location of school, dates of schooling, major interest in school, trade school, business school, college, professional training, associated personalized vocabulary, long term work goal categories, skills required to attain goal, attributes of work goals, attention to detail, meeting people, working with others, activity level, working with hands, working with figures, computer work, repair work, service industry, production work, design work, personal values, insurance form vocabulary, change of address form vocabulary

LISTENING:

Paired interviews regarding educational background and work goals, job title bingo, sight word video, work video, TV ads for educational / school programs, dictation of spelling words in selected vocabulary including sight word vocabulary,

SPEAKING:

Role play listening scenarios, respond to video sight word vocabularies, respond to simple basic who, what, when, where questions regarding work and education paired conversations as well as verifying comprehension, group survey work attributes and goals; using pictures from newspapers, magazines, and / or picture cards have students describe work activities, attributes associated with that kind of work indicating degree of importance,

READING:

Voice activated computer programs to build basic vocabulary, VAK to write words in vocabulary list, crossword puzzles. Video sight word vocabularies, insurance form application form and change of address vocabulary, selected student readings, reading work attribute chart

WRITING:

Complete application form for insurance with basic information of name, address, telephone number..., student journal writing with language experience regarding long term work goals; crossword puzzles, cloze sentences associated with work attributes, create chart of work attribute importance

FUNCTIONAL SKILLS:

Assessment of long term work goals
Provide information regarding educational background
Spell out information for clarification

COMMUNITY SKILLS:

Answer questions regarding educational background
Clarifies instructions by repeating and rephrasing
Complete application form for insurance
Fill out change of address form
Provide information regarding work goals

RESOURCES:

Teacher / student made materials:
Student writing journals, crossword puzzles,
Cloze sentences, change of address forms
Samples of insurance application forms
A Conversation Book, English in Everyday Life II : Units 3, 4, 5, 6, 8

RESOURCES continued:

All Talk: Unit 12
Crossroads 3 SB: Units1, 2
Crossroads 3 TR: Units 1, 2
English For Adult Competency, Book 1: Ch. 1
Expeditions Into English, Reading 1: Unit 2
Fast Track 2A: Unit 1
Foundations For Adult Reading 1: Unit 1 - People Learning To Read
Foundations For Adult Reading 2: Unit 1 - Jaime Escalante
In Print: Units 12, 13
Listen To Me!: Back in School
Longman Picture Dictionary
May I Help You?: Introduction, Units 1, 6
Oxford Picture Dictionary
Real Life English Book 2: Units 7, 9
Real Life English, WB 2 : Units 7, 9
Second Steps In Reading And Writing: Lesson 24
Settling In: Lesson 7
Speaking Up At Work: Units 2, 11
Stories To Tell Our Children: Lesson 9
The English Advantage, Book 1: Ch. 25
The Working Experience 2: Unit 1
The Writing Challenge: Lessons 1, 5, 9-16
Writing Workout: Page 112
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Word Search Puzzles
CAI: Project Star, Level 3 series
Video: T V Tutor Sight Words II
Video Film: Stand And Deliver

ELM Branches Out! - Level 4 - Describing

MELT COMPETENCIES:

EOJ 19*	Give simple one-step instructions to co-workers. ("Put the tools over there.")
EOJ 23*	Report specific problems encountered in completing a task. ("I don't have any more paper.")
He 23*	Describe own emotional state and explain the reason for it. ("I am sad because I think about my family in Cambodia.")
He 29	Respond to simple questions about physical condition or disability. (Do you have any health problems?--" I have allergies.")
Hou 14*	State housing needs and ask specific questions about cost, size, accessibility to transportation and community services, and basic conditions for rental-date available, number of persons allowed, in person. ("When is the apartment available?"; "Where is the nearest bus stop?")

VOCABULARY:

Describe, tell me, explain, emotional state words such as afraid, angry, annoyed, anxious, bored, brave, calm, cheerful, depressed, disappointed, disgusted embarrassed, excited, glad, happy, irritated, jealous, loving, nervous, pleased, sad, shy, timid, tired, troubled, upset, weary, because....., I have....AIDS, allergies, arthritis, asthma, bursitis, cancer, diabetes, hepatitis, high blood pressure, tuberculosis (T.B.), alcoholic, drug addict, individually selected vocabulary relative to health or disabilities, workman's compensation disability, disability payments, instructional verbs: begin, break, build, buy, catch, cut, draw, drive, feed, find, get, give, go hold, keep, make, put, send, set, spread, take, tell, write....; I need more....(materials or items for a job); apartment, available, transportation, community buildings

LISTENING:

Listen to teacher readings, AIDS video, health video, work video, TPR simple directional words, paired interview questions regarding housing questions

SPEAKING:

Give a series of one-step instructions for performing a classroom project such as cleaning up, sorting, etc.; using pictures from magazines describe emotional state, paired interviews describing personal emotional state and physical condition and / or disability, landlord / tenant meeting

READING:

Voice activated computer programs to continue building basic vocabulary, reading student information in charts generated from interviews regarding personal descriptions. Mime descriptive words with group identifying the non-verbal language frequently observed, selected readings regarding feelings, crossword puzzles

WRITING:

Student journal writing from language experience statements of description feelings (current or past), using magazine pictures of people (student selected) and / or real people - students write description of emotional characteristics as they perceived them.

FUNCTIONAL SKILLS:

Personal descriptive information regarding emotional state of being
Personal descriptive information regarding physical condition / disability

COMMUNITY SKILLS/ RESPONSIBILITIES:

Discern housing needs and asks appropriate questions
Follow one step work directions
Interpret non-verbal body language expressions
Report need for work materials
Report when necessary physical condition / disability

RESOURCES:

Teacher / student made materials:

- Student writing journals
- Magazine pictures for descriptive writing
- Contact local hospital/ community service agencies for health brochures and video films

A Conversation Book II: Unit 3
A Picture's Worth A Thousand Words: Units 28, 32
All Talk: Unit 7
Crossroads-3SB: Units 6, 8
Crossroads-3TR: Units 6, 8
Expeditions Into English, Listening and Speaking: Unit 11
Fast Track 2A: Unit 6
Fast Track 2B: Units 2, 3
In Print: Unit 14
In the Real World-Activities for Oral and Written Communication: Unit 10
Listen To Me!: Eduardo
Longman Picture Dictionary
No Hot Water Tonight: Chs. 3, 7, 8
Oxford Picture Dictionary
Real Life English, Book 2 : Units 7, 8
Real Life English, WB 2: Units 7, 8
Settling In: Lessons 12, 17
Shifting Gears, 2: Lesson 38, Assembly line simulation
Side By Side 1: Chs. 6, 7, 12
Side By Side 2: Ch. 10
Speaking Of Survival: Housing
Speaking Up At Work: Unit 2
Stories To Tell Our Children: Units 1,2, 6
The Working Experience 2: Units 5, 14, 15
The Writing Challenge: Lessons 2, 3, 6
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Search Puzzles
Video: Stage One: Health
Video: Stage One: Work
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

EOJ 21*	Respond to supervisor's comments about quality of work on the job, including mistakes, working too slowly, and incomplete work. ("I'm sorry. I won't do it again.")
Soc 24	Talk about personal interests, recreation, or hobbies. ("I like to cook.")
Soc 26	Thank someone for help or for a gift in a variety of ways. ("Thank you for the gift. It's very nice.")
Tel 7*	When answering the telephone, locate the person requested or indicate that the person is not here, and take the name and telephone number of the caller when necessary. ("Yohanis isn't here.")

VOCABULARY:

Hobbies, cooking, gardening, jig saw puzzles, model building, painting, collecting..., pool playing, playing cards, crafts, carpentry, needlepoint, quilting, sewing, golf, jogging, hiking, thank you for...It's perfect!; It's great!; I really like it. I reallly enjoy it.; Thanks a lot.; It's just what I wanted.; That was awfully nice of you.; Thanks again.; take name and number of telephone caller, apologies for mistakes, incomplete work...I'm sorry.; I'll try to work harder; Maybe you can show me how to do it faster; Can you show me the correct way? ....

LISTENING:

Jazz chants, work apology scenarios, telephone role plays, conversational interviews about hobbies, interests, and recreational activities, listening to sport activity news reports and teacher readings

SPEAKING:

Role play a variety of work / apology scenarios , 1-1 interviews regarding interests activities marking information on pre-made chart, report on activity survey, getting information on telephone to take name and telephone number requesting spelling of name when necessary, offer thanks on a routine basis for assistance, support, care, etc. in the classroom, activity bingo, some students may be able and wish to show, share, and / or demonstrate hobby

READING:

VAK individual activity preferences words , read a thank you note, crossword puzzles of selected vocabulary, reading individual and group activity charts, selected readings of student written language experience sentences about activities and interests, newspaper headlines regarding sports events and activity schedules

WRITING:

Student journal listing interests and activities. Write a note of thanks.; chart of group activities from individual interviews, language experience sentences about interests and activities

FUNCTIONAL SKILLS:

Assess need for hobbies and interests
Awareness of cultural work protocols

COMMUNITY SKILLS:

Offer apology for work errors, etc.
Offer thanks
Report on individual activities and hobbies
Write brief thank you note
Writes name and telephone number from telephone call

RESOURCES:

Teacher / student made materials:
- Student writing journals
- Chart outline for activities
- Crossword puzzles / Word Search puzzles
- Student's personal hobbies
- Newspapers

A Conversation Book. English in Everyday Life 2: Unit 1

RESOURCES continued:

A Field Guide for Literacy: Hobbies
All Talk: Units 5, 8
Basic Vocabulary Builder Blackline Masters: 8
Crossroads-2 SB: Unit 9
Crossroads-2 TR: Unit 9
Crossroads-3 SB: Units 3, 9
Crossroads-3 TR: Units 3, 9
English For Adult Competency, Book 2: Ch. 1
English Step By Step With Pictures: Chs. 26, 27, 28, 29, 30
Expeditions Into English, Reading: Units 4, 5, 9
Expressways, Foundations B: Unit 10
Fast Track 1 A: Unit 6
Fast Track2 B: Unit 6
Foundations For Adult Reading 1: 1 - "We Real Cool"
Foundations For Adult Reading 2: 3 - "My Son", "My Hijo"
In the Real World-Activities for Oral and Written Communication: Units 4, 7, 11
InterCom 1: Units 3, 4
Lifelines 2: Ch. 19
Longman Photo Dictionary
Looking At American Recreation
May I Help You?: Ch. 6
More Picture Stories: Unit 11
Oxford Picture Dictionary
Ready To Read: Ch. 3
Real Life English, Book 2: Unit 9
Real Life English, WB 2: Unit 9
Second Steps in Reading and Writing: Lesson 33
Shifting Gears: Lesson 28
Side By Side 1: Unit16
Small Talk, More Jazz Chants from: 13 - 1, 2, 3, 4, 5
Speaking Up At Work: Unit 6
Working In English 2: Ch. 11
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Searach Puzzles
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

EOJ 22*	Give specific reasons for sickness, absence, or lateness. ("I had the flu. I had to go to the doctor.")
Hou 15*	Make arrangements with the landlord to move in or out of housing, including return of deposit. ("I'd like to move in on June 19.")
Hou 17	Ask about and follow special instructions on the use of an apartment or housing. (Take out the garbage on Thursdays.)
Soc 22*	Give basic information about the journey from the native country to the U.S. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Soc 25	Ask for information about some common practices on major American holidays in simple terms. ("What do people do on Thanksgiving?")

VOCABULARY:

Holidays: New Years, Martin Luther King's Birthday, Valentine Day, Easter, Memorial Day, Flag Day, Fourth of July, Labor Day, Columbus Day, Thanksgiving, Christmas ... ethnic celebrations, religious feasts and festivals, holidays of the student's homeland, vocabulary about journey from homeland: I came....by boat, by plane, by train...I arrived in.....(place); I settled .... (place); Excuses: I late because....I had a flat tire, I overslept, My alarm did not go off; I forgot something and had to go back home; I had an emergency telephone call; I was absent because...I had a dental appointment, a doctor's appointment, an appointment with my counselor... I was sick. I had ..... the flu, a cold, an allergy attack, ...vocabulary associated with moving in and out, dates and times, parking sign from city police, need for apartment inspection and deposit return, environmental needs at apartment: garbage collection, recycling collection, checking emergency lights and alarms including smoke alarms

LISTENING:

Traditional American holiday songs, jazz chants, TPR calendar kit, calendar video, Bingo game about holidays with clues being traditional songs, foods, events of holidays, teacher readings of stories about holidays and coming to this country and other readings listed, listening to television specials regarding holidays and the coming of immigrants to this country, instructions from landlord regarding apartment environmental issues, moving in and out, questions regarding absence, lateness, sickness

SPEAKING:

Sharing by group of ethnic variations of "American" holidays, role play excuse scenarios, students should now offer same regarding attendance for class, discuss importance of punctuality, dependability, etc. on the job including attendance in school, individual sharing of journey from homeland to America...this should include stories of their family's journey, patterned dialogues regarding moving in and moving out with appropriate arrangements with the landlord, asking questions regarding environmental standards of the housing unit, organize in sequential order the events of a class celebration

READING:

Language experience stories about journey to America of self and / or family and holiday celebrations, selected readings, environmental recycling signs and schedules, trash removal schedules

WRITING:

Group language experience story about an holiday students have celebrated, student journal personal experiences celebrating holiday, trip to America, personal chart of reasons for missing class / work

FUNCTIONAL SKILLS:

Awareness of poor habits regarding attendance
Knowledge of cultural holiday celebrations in America
Recall of origins and opportunity for a change

COMMUNITY SKILLS / RESPONSIBILITIES:

Read environmental trash and recycling schedules
Respect punctuality and dependability
Share experience of leaving homeland and becoming an American
Share knowledge and understand spirit of American holidays

RESOURCES:

Teacher / student made materials:
  Student pictures and stories
  Charts of attendance - absence and lateness
A Conversation Book, English in Everyday Life 2: Unit 3
A Field Guide To Literacy: Part IV
Amnesty 1: Unit 3
Crossroads-2 SB: Unit 10
Crossroads-2 TR: Unit 10
Crossroads-3 SB: Units 1, 9
Crossroads-3 TR: Units 1, 9
English For Adult Competency, Book 1: Ch. 10
Expeditions Into English, Reading: Unit 12
Expeditions Into English, Writing: Unit 12
Exploring Homelands: Lesson 10
Fast Track 2 A: Unit 1
Foundations For Adult Reading 1: Somebody Gave Me A Chance
Foundations For Adult Reading 2: Martin Luther King
InterCom 2000 1: Unit 9
Jazz Chants: 42, 43
Longman Picture Dictionary
Looking At American Food: 28, 29
Looking At American Holidays
No Hot Water Tonight: Lesson 20
Oxford Picture Dictionary
Ready To Read: Chs. 6, 7, Supplemental Reading 15
Remember, Book 2: Then and Now, The Customs of My Mother and Father
Settling In: A Competency-Based Curriculum for US Cultural Orientation: Lesson 13
Side By Side 1: Ch. 14
Speaking Up At Work: Unit 2
Stories to Tell Our Children: Units 13, 14
Taking Off, Beginning Listening 3: Units 3, 4
Vistas 1: Ch. 14
Working Experience 2: Unit 13
Working In English 2: Unit 8
Audio: Crossroads, Level 2
Audio: Crossroads, Level 3
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Search Puzzles
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

He 22*	Ask a doctor or nurse about own physical condition or treatment plan using simple language. ("What's the problem / matter? Can I go to work?")
He 24*	Make a doctor's appointment on the telephone, giving name, address, telephone number, and nature of the problem, and request a convenient day and time after school or work hours.
He 25*	Change or cancel a doctor's appointment in person. ("I'd like to cancel my appointment on March 10.")
He 26	Report lateness for a medical appointment by telephone. ("I'm going to be 30 minutes late. Is that OK?")
He 27	State results of a visit to a doctor/clinic/hospital to employer or teacher. ("The doctor says I can come back to work.")

VOCABULARY:
Asking questions about physical condition / treatment plan and associated vocabulary such as: What's the matter?, Why do I feel so tired? Why do I feel depressed? Why am I irritable? Why am I having trouble sleeping...relaxing? Why am I ... so hungry, so thirsty, gaining weight, losing weight, have a rash, have stomach cramps after eating, have leg cramps, have a back ache...; treatment plan suggestions: follow this diet, take these medications, do these exercises, see a counselor, get more rest, take a break, use this product, ...; cancel, reschedule, I have my release for work...school; I can return to return on limited duty; I need to watch what I lift; I have to avoid contact with....(particular product)

LISTENING:
Health video, audio tapes, modeled dialogues, health bingo, role play rescheduling appointments, reporting back to work and / or school, restating physical condition and treatment plan, reporting lateness for appointment

SPEAKING:
Role play clinic/doctor receptionist / patient scheduling appointments. Paired interviews stating symptoms and treatment plans , modeled telephone calls regarding appointments, student assumes role of caller for health bingo, discuss stress reduction and healthy habits of living, routine physical exams

READING:
Computer generated vocabulary crossword puzzle, reading treatment plan, diets, schedules, exercise programs, appointment schedules, names and address of agencies that support healthy treatment plans: i.e., AA, Mental Health Units, Drug Abuse Hotline, NA, and others listed in blue pages of telephone book

WRITING:
VAK vocabulary words individualized for particular student , create healthy living chart for group and then personalized for the student, write a "get well" note/card to someone who is ill

FUNCTIONAL SKILLS:
Assess healthy living routine
Understand health condition and treatment plan

COMMUNITY SKILLS / RESPONSIBILITIES:
Locate treatment support groups
Report instructions / results of treatment
Reschedule appointment for health treatment
State results of visit to health facility to teacher / employer

RESOURCES:
Teacher / student made materials:
  Student writing journals, computer crossword puzzles
  Computer generated 'get well' banners/ cards
  Printed literature of support groups
A Conversation Book II: Unit 6

RESOURCES continued:

A Field Guide for Literacy: Health
All Talk: Unit 9
Beginning English Day By Day: Unit 6
Crossroads-3 SB: Unit 4, 5
Crossroads-3 TR: Unit 4, 5
English For Adult Competency 1, Book 1: Ch. 3
English For Adult Competency 2: Units 3, 7
Fast Track 2A: Unit 6
Fast Track 2B: Unit 6
Foundations for Adult Reading 1: "Five Ways To Stay Healthy "
Foundations for Adult Reading 2: "Relax With Exercise, How Much Is Smoking You?"
In The Know 2: Units 3, 9, 15
In the Real World-Activities for Oral and Written Communication: Unit 14
Listen To Me!: Good Health
Longman Picture Dictionary
Longman Picture Dictionary Beginning Workbook: # 13
Oxford Picture Dictionary
Real Conversations 2: Unit 4
Real Life English, Book 2: Unit 8
Real Life English, WB 2: Unit 8
Settling In: Lessons 5, 17
Side By Side 1: Ch. 15
Side By Side 2: Ch. 11
Speaking of Pictures 2: Going to the Doctor
Taking Off, Beginning Listening 3: Unit 6
Vistas 2: Unit 5
Whadda Say?: 19 - 21
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Search Puzzles
Video: Stage One - Health
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

Sho 20*	Express a need to return/exchange merchandise and state satisfaction / dissatisfaction with an item in terms of color, size, fit, etc. ("This is too big.")
Sho 21	Read supermarket/department store newspaper ads or use coupons for comparative shopping (FLORIDA ORANGES, 5 LB. BAG $1/79)
Sho 22	Locate items in a supermarket/store by reading common section/department signs. (PRODUCE; HOUSEWARES)
Sho 23	Read a variety of store signs indicating sales or special prices. (REDUCED; TODAY ONLY)
Sho 24	Request a particular color or style of clothing. ("Do you have this in light blue?")

VOCABULARY:

I need to return / exchange this ....(item). The color does not match, the size is too big, too small. The fabric has a flaw. The dress has a broken zipper, a mismatched button, a defective snap. The sleeves are too short. The sleeves are too long. Coupons, double the value, good only on .....(dates), Department / section signs: PRODUCE, MEATS, POULTRY, DAIRY, FROZEN FOODS, BAKERY, HOUSEWARES, LOTTERY NUMBERS, FRESH FLOWERS, GARDEN DEPARTMENT, CLOTHING, JUNIORS, MEN'S, WOMEN'S, CHILDREN, APPLIANCES, HOME REPAIR, ELECTRONICS, JEWELRY, PHOTOGRAPHY, BOOKS, PHARMACY, TOILETRIES; Store signs: SALE, REDUCED TODAY, TODAY ONLY, 25% OFF, MOONLIGHT SALE, ... Colors and clothing styles (have students express particular brand names and styles

LISTENING:

Role play selecting clothing, listen to radio / television ads for price comparisons of food specials, calculate unit pricing, follow instructions on using a calculator to calculate cost savings, TPR comparison of sizes

SPEAKING:

Modeled presentations of conversations involving return and / or exchange of merchandise, create an oral advertisement for favorite item of clothing, etc.; sign bingo, discuss in simple terms positive and negative aspects of advertisements

READING:

Reading prices per unit and performing calculation for comparison, reading store signs, reading newspaper ads / flyers for same, crossword puzzles of signs, reading student created advertisements

WRITING:

Chart unit pricing for student selected items, crossword puzzles, create advertisement poster with original art work, drawings, etc.; student language experience story about why a particular brand or style is important to them.

FUNCTIONAL SKILLS:

Awareness of advertisements
Use calculator for numercy skills in unit pricing
Use unit pricing to compare costs

COMMUNITY SKILLS / RESPONSIBILITIES:

Discerns responsible use of advertisements
Request different sizes, colors of selected items
Respond to basic information signs in stores

RESOURCES:

Teacher / student made materials:
    Computer crossword puzzles, newspaper flyers / ads
    calculators
A Conversation Book II, English in Everyday Life: Ch. 7
A Field Guide For Literacy: Shopping, Newspaper
Basic Adult Survival English 2: Unit 2
Beginning English Day By Day: Unit 8

RESOURCES continued:

Calculator Power: A Modern Approach to Math Skills
Crossroads-3 SB: Unit 4
Crossroads-3 TR: Unit 4
English For Adult Competency, Book 1: Units 2, 6
English For Adult Competency, Book 2: Ch.2
Expeditions Into English, Listening and Speaking I: Unit 7
Fast Track 2 B: Unit 4
InterCom 2000, 1: Units 4, 7, 16
Lifelines 2: Ch. 11, 12
Looking At American Signs: Pages 12, 13, 21, 23, 40, 41, 41, 54, 55
May I Help You?: Chs. 4, 5
Real Life English, Book 2: Units 5, 6
Real Life English, WB 2: Units 5, 6
Side By Side 1: Ch. 8
Side By Side 2: Ch 3
Speaking Of Survival: Food, Clothes
Whadda Say?: Pages 29 - 31
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
Audio: Speaking of Survival - Food, Clothes
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Search Puzzles
Video: TV Tutor Sight-Words II

ELM Branches Out! - Level 4 - Money / Banking

MELT COMPETENCIES:

Ban 7*	Fill out deposit/withdrawal slips.
Ban 8	Buy and fill out an international money order.
CMS 13	Ask simple questions to determine correct postage. ("How much is this letter by airmail?")
Hou 16*	Question errors on household bills in person. ("There's a mistake on my telephone bill. I didn't make these long-distance calls.")
Mon 8	Report problems in using coin-operated machines. ("I LOST A QUARTER IN THE MACHINE.")

VOCABULARY:
Check, deposit slip, withdrawal slip, international money order, first class mail, book rate, airmail, overnight express mail, special delivery, mistake, show me the signature invoice, coin machine, save money; The machine did not give me my...(candy bar, drink, etc.); I lost my ..... (coin); I put my money in the cart rack, but I can't get the cart. Bank machine instructions for depositing and withdrawing funds...insert card, put in ID number, press account, from account, to account, press yes / no for another service...etc. remove card

LISTENING:
Role play banking operations of depositing and withdrawing money from account, role play purchasing an international money order, obtaining correct postage at post office, questioning of correctness of bills including cash receipts and deposits not credited to account, listening to tape recordings of grocery checkout "speak outs", jazz chants

SPEAKING:
Role play scenarios involving questions concerning household bill accuracy, making deposits and withdrawals, buying of an international money order, questioning errors on household bills and problems with coin-operated machines. Have students list problems they have confronted in these areas. Discuss ways to cope with various situations. Jazz chants

READING:
Read a check, money order, utility bills, deposit slips, withdrawal slips, bank machine withdrawal and deposit vocabularies, crossword puzzle of selected vocabulary words

WRITING:
Complete an international money order, write deposit and withdrawal slips, make list of same for month, practice numercy skills with addition and subtraction to find month end balance. Journal write about need to save money..."I will pay myself so that I can....

FUNCTIONAL SKILLS:
Accurately balances deposits and withdrawals
Buy and fill out an international money order
Fill out deposit slip
Fill out withdrawal slip

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask for appropriate postage
Identify and question inaccurate monthly bills
Report and request resolution of problems with coin operated machines

RESOURCES:
Teacher / student made materials:
    Facsimiles of money orders, deposit slips, withdrawal slips
    Calculators
A Conversation Book II: Unit 4
A Field Guide To Literacy: Money
Basic Adult Survival English 2: Units 2,6
Crossroads-3 SB: Unit 6

RESOURCES continued:

Crossroads-3 TR: Unit 6
English For Adult Competency: Chs. 8, 9
Fast Track 2 B: Unit 2
Foundations For Adult Reading 2: "How To Save Money"
In Other Words: Unit 9
In the Real World-Activities for Oral and Written Communication: Unit 3
Lifelines 2: Ch. 6
Math Money: Ch. 33, 34
May I Help You? Ch. 4
Real Life English, Book 2: Unit 2
Real Life English, WB 2: Unit 2
Reel To Real: Unit 2
Settling In: Lesson 13
Small Talk, More Jazz Chants from: 10-1, 12-5
Speaking Of Survival: Banking
Vistas 1: Unit 10
Whadda Say?: Pages 42 - 45
Working Makes Sense: Pages 45-54, 61-64
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Project Star - Level 3 series
CAI: Word Search Puzzles
Video: TV Tutor: Addition and Subtraction
Video: TV Tutor: Sight Words II

MELT COMPETENCIES:

Cla 12*	Ask for clarification using a partial question with appropriate gestures. (Go to the cafeteria. "Go to..?")
Dir 11*	Find a place by following simple written directions. (GO TWO BLOCKS. TURN LEFT.)
Soc 22*	Give basic information about the journey from the native country to the US. ("I went by boat to Indonesia. I stayed in a refugee camp for two years.")
Tra 13*	Ask where a bus/train is going, where it stops, and which buses/ trains stop at a given stop. ("Which bus stops at Main Street and Second Avenue?")
Tra 14*	Read an arrival/departure information aboard in an airport or bus/train station.

VOCABULARY:
Where does this bus / train go? Does this bus / train stop at....? Arrival information, (ARR) Departure information (LV), Go to....? (a particular place, location) go, drive, walk, numbers, blocks, turn left, turn right, follow the curve, go up the hill, down the hill, past, stop light...etc... vocabulary associated with information about journey to this country of self or in some instances of parents

LISTENING:
TPR directional terms, audio tapes, direction video, jazz chants, teacher read stories

SPEAKING:
Modeled presentations, role play directions with students stating and following directions in team play, respond to direction video, TPR a variety of directions, TPR Main Street Kit, jazz chants, students tell "their story of journey to this country" using time line created in writing assignments

READING:
Students read and mark maps of individual journeys to this country, crossword puzzles of directional terms, arrival and departure schedules, selected language experience and published stories, direction bingo

WRITING:
Language experience story of information about leaving homeland and coming to this country, write directions to a particular place of student's choice, crossword puzzles, mark maps with exit and entry points, make a time line chart of individual experience

FUNCTIONAL SKILLS:
Provide answers to appropriate requests for information
Read basic directions to a place
Seek clarification of directions
Understand and respond to simple directions

COMMUNITY SKILLS / RESPONSIBILITIES:
Ask for bus / train destination
Provide simple directions to their home
Provide written directions to a place

RESOURCES:
Teacher / Student made materials:
    Maps, student journals,
    time lines, computer generated crossword puzzles,

A Conversation Book II: Unit 5
A Field Guide To Literacy: Maps, Transportation
Beginning English Day By Day: Unit 11
Crossroads-3 SB: Unit 10
Crossroads-3 TR: Unit 10
English for Adult Competency II: Ch. 4
Fast Track 2 B: Unit 5
Foundations For Adult Reading 2: "Indiantown"

RESOURCES continued:

In the Real World-Activities for Oral and Written Communication: Units 5, 6
Inter Com 2000 Book 2: Unit 8
Lifelines 2: Ch. 8
Lifeskills 1: Unit 2
Longman Photo Dictionary, Beginning Workbook: Ch. 26
Longman Picture Dictionary
Looking At American Signs: Pages 3, 50
May I Help You?: Ch. 1
Moving On, Beginning Listening 2: Unit 6
Oxford Picture Dictionary
Real Life English, Book 2: Unit 4
Real Life English, WB 2: Unit 4
Reel to Real: Unit 7
Side By Side 2: Unit 7
Small Talk, More Jazz Chants from: Unit 12-3
Speaking Of Survival: Transportation
Stories To Tell Our Children: 13, 14
Vistas, Book 2: Unit 6
Whadda Say?: Page 168
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Maps
CAI: Project Star: Level 3
TPR: Main Street Kit
Video: Stage One: Directions
Video: TV Tutor Sightwords II

MELT COMPETENCIES:

EFJ 17	Read signs and notices posted at a work-site, agency, etc., advertising positions available; ask for clarification if necessary. Indicate several general types of entry-level work in the US and their respective duties, qualifications, and working hours. ("Factory work"; "sort parts"; "no experience required"' "full-time.")
EFJ15*	Read want ads and identify skills needed for a job.
EFJ16*	Describe previous work experience, job skills, qualifications and training, including degrees of ability. ("I can fix trucks"; "I have a lot of experience.")
EOJ 20*	Follow simple two-step instructions on the job. (Take this and put it on the shelf.)
EOJ 24	Read first name and department on employer name tags. (ROSE. DEPARTMENT 10)
Hou 18	Ask about and follow instructions for using/maintaining common household equipment and facilities-defrosting the refrigerator, lighting the pilot, using laundry facilities. ("How do I turn on the heat?")

VOCABULARY:

Variety of directional / instructional words used in the work environment including classroom: take, bring, put, place, set, push, pull, stack, sort, tell, get, use, measure, wash, dry, empty, fill, move to, move from, carry, call, count, cover, destroy, drop, pick up, enter, exit, finish, start, help, join together, look for, listen to, measure, open, close, reach, return, rush to, hurry to, save, show, study, try, turn, use, wait, watch, work ... ; department, shop, want ads and abbreviations associated with employment; vocabulary used to describe job skills, past employment, maintenance terms of household / basic work site equipment such as heat, electricity, pilot lights, laundry machines, smoke alarms

LISTENING:

Modeled presentations of brief interviews at employment office stating job skills, video presentations of work scenarios, audio tapes of occupational job titles, role play scenarios involving history of skills and past jobs, listening and following directions for simple two step instructions, listening to teacher read materials, listening to guest speaker regarding job searches, skills, attributes, entry level job skills, etc.

SPEAKING:

Modeled presentations of brief interviews at employment office regarding job skills, respond to video presentations of work scenarios, TPR work kit, TPR work directions, using picture cards identify work titles of jobs held by the students-present or past, discuss entry level jobs in variety of industries, discuss and list 'basics' for holding a job i.e. dependability, punctuality, positive attitude, willingness to learn, willingness to work, willingness to ask questions when uncertain, to ask for more work, etc. In small groups, students write out questions for guest speaker, sharing with larger group and formulating group of questions for the quest speaker. Asking questions of guest speaker. Field trip to employment agency when possible. Field trip to fast food restaurant as well as other employers in the area that provide entry level jobs.

READING:

VAK for individual job skills, work direction video, individual job / occupation titles, computer generated crossword vocabulary puzzles, employment advertisements, chart of entry level jobs and qualifications, vocabulary bingo of employment abbreviations and job titles

WRITING:

Student journal - language experience concerning job skill 'basics' and their individual attributes , label pictures of workers from magazines, newspapers with name of job title and work task, crossword puzzles. Students write summary of guest speakers talk, etc.

FUNCTIONAL SKILLS:

Identify skills needed for a job
Read employment signs and notices
Read employment want ads

COMMUNITY SKILLS / RESPONSIBILITIES:
Describe previous work history and job skills
Follow two step oral job directions
Increase awareness of basic cultural job attributes for holding a job
Read co-worker names and department signs
Request information to use and maintain some basic equipment

RESOURCES:
Teacher / student made materials:
    ID form,
    crossword puzzles, word search puzzles,
    student writing journals
    newspapers, magazines
A Conversation Book II, English in Everyday Life: Units 3, 4
A Field Guide To Literacy: Newspapers
All Talk: Ch. 12
Basic Adult Survival English 2: Units 3, 7
Beginning English Day By Day: Unit 10
Crossroads 2: Unit 8
Crossroads-3 SB: Units 5, 6, 7, 8
Crossroads-3 TR: Units 5, 6, 7, 8
English For Adult Competency, Book 1: Ch. 7
Expressways 2: Units 5, 8
Expressways, 2 WB: Units 5, 8
Expressways, English for Communication, Foundations B: Unit 15
Fast Track-1A: Unit 5
Fast Track-2A: Units 2, 4
Fast Track-2B Unit 3
Finding A Job: Unit 2
Foundations For Adult Reading 1: "Out on a Limb"
Here To Stay In USA: Unit 7
In Other Words: Unit 10
In Print: Unit 11
In the Real World-Activities for Oral and Written Communication: Unit 15
Lifeskills Reading: Unit 5
Listen To Me!: The Job Interview
Longman Photo Dictionary
May I Help You?: Ch. 6
May I Help You?: Ch. 6
More Picture Stories: Units 3, 5, 15
More Picture Stories: Units 3, 5, 15
Moving On, Beginning Listening 2: Unit 8
On Your Way: Unit 12
Oxford Picture Dictionary
Ready To Read: Chs. 4, 5
Real Conversations 2: Unit 5
Real Life English, Book 2: Units 7, 9
Real Life English, WB 2: Units 7, 9
Reel to Real: Unit 22
Side By Side 1: Unit 13
Side By Side 2: Ch. 13
Speaking Of Survival: Jobs
Speaking of Pictures 3: Getting a job
Speaking Up At Work: Unit 11
The English Advantage 1: Ch. 17
The Working Experience 1: Units 1,4,8,13
The Working Experience 2: Unit 7

RESOURCES continued:

Working in English 2: Units 4, 7, 9, 12, 13
Your 1st Job
Audio: Crossroads, Level 3
Audio: Real Life English, Level 2
CAI: Crossword Puzzles
CAI: Project Star, Level 3 series
CAI: Word Search Puzzles
TPR: Work Kit
Video: Stage One, Work
Video: TV Tutor Sight Words II

MELT COMPETENCIES:

CmS 11	Read and interpret common signs regarding hours in public areas. (PARK CLOSED 6:00)
Hou 19	Ask to borrow basic tools and household items from a neighbor. ("Excuse me, can I borrow a hammer?")
Tel 8*	Respond appropriately when making or receiving a wrong number call. ("I'm sorry you have the wrong number.")
Tel 9	Make a long-distance call by direct dialing, or with the help of an operator.

VOCABULARY:
Public hour signs such as PARK CLOSES 6:00 P.M. , PARK OPENS 6:00 A.M., NO SWIMMING BEFORE 10:00 A.M., PARKING LOT CLOSES AT MIDNIGHT, NO FISHING AFTER 8:00 P.M., TENNIS COURTS CLOSED AT 11:00 P. M., etc. I'm sorry I must have the wrong number.; I'm sorry you have the wrong number.; Sorry, you must have the wrong number.; Sorry, I must have dialed the wrong number.; Operator, I need directory assistance for making a call to...; Operator, I need assistance to make another country call.; Direct dialing, area codes, information, borrow, loan, return, a variety of tools, supplies, items that group has borrowed

LISTENING:
Modeled presentations of telephone apologies for making or receiving a wrong number call and obtaining assistance in making a long distance call, role play of borrowing items, objects of borrowing word / picture bingo

SPEAKING:
Paired interviews regarding borrowing of items and telephone scenarios, student caller of game items in bingo, discuss borrowing of items and cultural expectations

READING:
Common public area signs, crossword puzzles of signs, Information pages on long-distance calls in telephone books, telephone area codes and associated area code maps, chart of items group has borrowed

WRITING:
Complete crossword puzzles, chart survey list of borrowed maps, write a list of long distance numbers called (individualized) Create public signs on computer, language experience writing in student journal about a "borrowing" experience

FUNCTIONAL SKILLS:
Long distance telephone list
Make long distance telephone call - direct dial
Make long distance telephone call with help of operator

COMMUNITY SKILLS / RESPONSIBILITIES:
Apologize for wrong number dialed
Cultural awareness of borrowing expectations
Cultural telephone courtesies
Politely accepts apology of another for wrong number dialed
Read and understand public area signs

RESOURCES:
Teacher / student made materials:
- Computer generated public area signs
- crossword puzzles, word search puzzles
- telephone books
- student writing journals
- actual tools frequently borrowed
- catalogs with tools pictured and described

A Conversation Book 1; Unit 3

RESOURCES continued:

A Field Guide To Literacy: Signs
A Picture's Worth A Thousand Words: Unit 23
Crossroads-3 SB: Unit 3
Crossroads-3 TR: Unit 3
English For Adult Competency, Book 1: Ch. 5
English For Adult Competency, Book 2: Ch. 1
Expressways 2: Unit 3
Expressways, Foundation B-SB: Chs. 10, 11, 12
Expressways, Foundation B-WB: Chs.10, 11, 12
In the Real World-Activities for Oral and Written Communication: Unit 2
Lifeskills: Unit 1
Longman Photo Dictionary
Looking At American Signs: Pages 20, 21
Oxford Picture Dictionary
Settling In: Lesson 6
Side By Side 1: Unit 5
Speaking Up At Work: Unit 6
Working Experience 2: # 10
Audio: Crossroads, Level 3
CAI: Project Star, Level 3 series
CAI: Print Shop
CAI: Word Search Puzzles
CAI: Crossword Puzzles
Video: TV Tutor Sight Words II

TUTOR GUIDE SHEET

Student Name: ____________________ Tutor Name: ____________________

Level: _____ Unit: ______________ Date Began: _____ Date Completed: _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

Suggested Techniques:

Suggested Materials:

Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

SOC 28*	Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of the children.")
SOC 29*	Ask about the appropriateness of actions according to customs/culture in the United States. ("Is itall right to wear my shoes in the house?")
SOC 30*	Ask for other assistance. ("I'm going to the supermarket. Can I get anything for you?")
SOC 31*	Request advice about resolving personal problems. ("I had an accident. What should I do?")
SOC 32	Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
TEL 10*	Take a short telephone message. ("Dr. Smith called. Call him back at 10:00")
TEL 11*	Leave a short message. ("This is Tran. I'll call back at 9:00")
TEL 12*	Use the telephone book to find telephone numbers.
TEL 13	Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.
TEL 14	Respond appropriately to recorded messages and instructions. (At the sound of the tone, leave your name and number. - "This is Tran. Please call me. My number is...")

HOUSING - MELT COMPETENCIES:

HOU 20*	Arrange for installation or termination of household utilities. (I'd like to have a telephone installed as soon as possible.")
HOU 21*	Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")
HOU 22*	Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")
HOU 23	Read classified ads and housing notices.
HOU 24	Read utility meters and bills.
HOU 25	Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

RECREATION - MELT COMPETENCIES:

CMS 20	Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")
SOC 27*	Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend?" - "I'm going to a soccer game.")
SOC 33	Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

ENVIRONMENT - MELT COMPETENCIES:

CMS 16	Respond to serious weather conditions based on a TV, radio, or telephone warning. (There's a tornado watch until 10:00 tonight.)
SOC 27*	Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")

ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES
Student Competency Check Sheet

Name: ____________________________________

HEALTH - MELT COMPETENCIES:

HE 30*	Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she has the flu.")
HE 31*	Read warnings, storage directions, and emergency instructions. (REGRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)
HE 32*	Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")
HE 33*	Respond to questions about means of payment. (Do you have Medicaid or personal insurance? - "Medicaid.")
HE 34	Fill out a simple medical history form with assistance. May use bilingual materials if needed.
HE 35	Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")
HE 36	Does not exist.
HE 37	Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

SHOPPING - MELT COMPETENCIES:

SHO 25	Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words.(Wash in cold water.)
SHO 26	Read names of different types of stores. (HARDWARE; JEWELRY)
SHO 27	Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

MONEY / BANKING - MELT COMPETENCIES:

BAN 9*	Fill out the required forms to open a checking or savings account with assistance.
BAN 10	Read a savings and checking account statement.
CLA 16	Ask for clarification by giving alternatives. ("Fifteen or fifty?")

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 12*	Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")
DIR 13	Use a map to find a place.
TRA 15	Read printed bus/train schedules.

ELM BRANCHES OUT! - LEVEL FIVE - MELT COMPETENCIES

Student Competency Check Sheet

Name: ____________________________________

OCCUPATIONS - MELT COMPETENCIES:

CLA 15*	Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
CLA 17	Rephrase one 's own explanation/statement. (He's not here." - What? - "He's absent.")
EFJ 22*	Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
EFJ 23*	Find out about benefits for a new job. ("What kinds of benefits are available?")
EFJ 24*	State own ability to use tools, equipment, and machines. ("I can operate a fork lift.")
EFJ 25*	State own strengths related to work. ("I learn quickly.")
EFJ 26	Respond appropriately to an employer's decision about a job, whether accepted or rejected. (I'm sorry, but the job is filled. - "Do you have any other openings?")
EOJ 25*	Respond to multiple-step oral instructions without visual references. (Take the box in the mailroom and put it on the top shelf.)
EOJ 26*	Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")
EOJ 27	State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in threeweeks because I'm moving.")
EOJ 28	Request a letter of reference. ("Could you write a reference for me?")

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 14	Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")
CMS 15	Respond to a postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. (What's inside? - "Clothing." What's the value? - "$25.00")
CMS 17	Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")
CMS 18	Read and respond appropriately to written communication from child's school --- shortened school day, vacation, parent-teacher meeting.
CMS 19	Read basic information on a child's report card. (P = PASS; F = FAIL)
CMS 21	Fill out postal forms, such as letter registration forms, without assistance.
CMS 22	Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

CURRENT EVENTS - MELT COMPETENCIES:

SOC 28*	Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
SOC 29*	Ask about the appropriateness of actions according to customs / culture in the United States. ("Is it all right to war my shoes in the house?")
SOC 31*	Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.

Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Five

Name: ____

Adjectives

___ Transitive adjectives (fond of, related to)**
___ Participial (I was tired. The movie was interesting.) *
___ Nouns as modifiers (vegetable soup, flower garden) *
___ Adjectives followed by infinitives (I'm sorry to hear the news.) (List)

Adverbs

___ Of time (already / yet, for / since)** soon, just, still, over *
___ Too / enough + infinitive (It's too heavy to lift. I'm tall enough to reach it.)
___ Participial (Listening to music, I drove to New York.)

Nouns

___ Gerunds (I like working.)**
___ Gerunds as subjects (Driving is stressful.) *

Pronouns

___ Reflexive (herself, himself)**

Embedded Questions and Punctuation

___ (Do you know where he is? Do you know if he is here?) *

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Shall (polite requests) (Shall I get it for you?) *
___ Could / might (possibility - There could be a problem. There might be a problem.)**
___ Supposed to (obligation - You're supposed to sign in.) *
___ Would rather (preference - I'd rather not say.) *
___ Would you mind...? (polite requests) *
___ Ought to (advice - You ought to give up coffee.) *
___ Had better (advice --- You had better move quickly.) *
___ Perfect modals (should have, might have, would have, could have - You should have signed in.)

Questions and Punctuation

___ Negative questions (Isn't it beautiful?)*
___ Tag questions (It's not, Isn't it?)**
___ Negative wh - questions (Which ones don't fit?) *

Reported Speech

___ Statement (He told her that she should take medicine.)*
___ Imperatives (He told me to stop smoking.)*
___ Questions (He asked me what my name was.)
___ Yes / No questions (He asked if I was sick.)

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Present perfect**
___ Past continuous**
___ Present perfect continuous *
___ Past perfect
___ Past perfect continuous

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES
Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Five

Name: ____________________________________

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Future perfect

Subordinate Clauses and Punctuation

___ Of time (before, after, when, while, until - He watched while they worked.)**
___ Relative (who, which, that)*
___ Of cause (because, so - I was sick so I stayed home. I stayed home because I was sick.)*
___ Of place (I know where they live.)*
___ Of condition (unless it's cold, if it isn't late)

Comparisons (Adjectives)

___ More...than (more beautiful than)***
___ -est (the largest)**
___ the most**
___ the least**

Comparisons (Nouns)

___ As...as (as cheap as)*

Conjunctions and Punctuation

___ Not only...but also
___ Because, and (I stayed home because I was sick.)***
___ Both ... and (both Paco and Ana)**
___ Either ... or (either Paco or Ana) *
___ Purpose --- so that, in order to
___ Neither ... nor

Verb Tenses

___ Conditional present (real - If it rains, I won't go.) *
___ Passive with get (He got hit by a car.)* (You'll get fat. They're getting married.)
___ Passive (present - My homework is done.)*
___ Passive (past - My homework was done.)*
___ Passive (present continuous - My homework is being done.)*
___ Conditional (unreal - If I were you...)
___ Conditional (past unreal - If I had been home...)
___ Passive with casual "have, make, get" (Have him call me. That makes me cry. Get her to do this.)

Word Order and Patterns

___ Verb + pronoun + infinitive (I asked him to help. I want you to be happy.) *
___ Verb + indirect object + object (He gave her the message.)**
___ Verb + direct object + to + indirect object (He gave the message to her.)**
___ Verb + direct object + for + direct object (He took the message for her.)**
___ Verb + object + infinitive (He wanted water to drink.)*
___ Verb + verb-ing (She enjoyed going to work.)*
___ Idiomatic used of verb + verb-ing (We had fun playing cards. He spends time fixing his car. I caught him cheating.)

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES
Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Five

Name: ___________________________________

Other Grammatical Points

- ___ Two word verbs separable (Take it out.)**
- ___ Two word verbs inseparable (Look at it.)**
- ___ Used to (previous habit (I used to smoke.)**
- ___ Exclamatory (What a beautiful car!)**
- ___ Adjectives + prepositions - Be used to (accustomed to - I am used to hot weather.)*
  be afraid of, be interested in, etc. **
- ___ - ever words (whenever, whoever, wherever, forever, never)
- ___ Forms of other (another, each other)
- ___ Transitive / Intransitive Verbs ** and Adjectives*
- ___ Infinitives of purpose (He went to buy bread.)
- ___ Stative verbs (no progressive form --- I see the car. He knows the answer.)

MELT COMPETENCIES:

SOC 28* Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of the children.")
SOC 29* Ask about the appropriateness of actions according to customs/culture in the United States. ("Is it all right to wear my shoes in the house?")
SOC 30* Ask for other assistance. ("I'm going to the supermarket. Can I get anything for you?")
SOC 31* Request advice about resolving personal problems. ("I had an accident. What should I do?")
SOC 32 Identify others by description and location rather than by name. ("The woman with the long hair and brown skirt"; "The man on the left.")
TEL 10* Take a short telephone message. ("Dr. Smith called. Call him back at 10:00")
TEL 11* Leave a short message. ("This is Tran. I'll call back at 9:00")
TEL 12* Use the telephone book to find telephone numbers.
TEL 13 Use the telephone book or call the information operator to get area codes, long distance rates, or telephone numbers not listed in the directory.
TEL 14 Respond appropriately to recorded messages and instructions. (At the sound of the tone, leave your name and number. - "This is Tran. Please call me. My number is...")

VOCABULARY:

available, directory, assistance, listing, "used to", should, descriptive adjectives - height, weight, complexion, hair color and style; "May I help you?", "Directory Assistance... What city, please?", "After the beep/tone...", "Could you help me?", "I'd be happy /glad to", customs, habits...

LISTENING:

Telephone recordings- especially answering machines, directory assistance operator questions, brief phone conversations, advice-seeking and giving, descriptions of people (ie. police or social descriptions), jazz chants, TV Dating Game segments, ballads or songs describing particular people, peer interviews

SPEAKING:

Practice and ad-lib telephone situations, roleplay social gatherings with conversations identifying other people, report a suspicious or missing person to the police, roleplay giving advice or problem solving, give oral descriptions from photographs of famous people, create identities from photographs of unknown people, match couples for a dating service using descriptions of interests and appearance, interview classmates and teacher, interview a "Mystery Guest" unknown to the students, discussions of social/cultural differences, guess the uses of cultural "Artifacts" from various cultures, for homework use class telephone chain to practice giving and receiving real messages

READING:

Read newspaper advice columns, "In Search Of" personal ads, police suspect descriptions, brief descriptions of other cultures and customs, biographical sketches of famous individuals, poetry and songs describing people or cultures

WRITING:

Write a phone message, write scripts for getting directory assistance, write letters of advice in response to queries in the newspaper and classmates' requests for advice, write a penpal letter introducing oneself, write a personal ad for "In Search Of" or a dating service, write a biographical sketch of a famous person or an interviewed guest or a character study photograph, write a descriptive haiku or poem about a special person, write personal information on a basic form

FUNCTIONAL SKILLS:

Ask for advice when necessary
Complete physical description forms
Describe own culture and customs
Identify others by description
Obtain and write down information communicated over the phone

COMMUNITY SKILLS:
Assist others to gather information
Converse on the telephone for business or social purposes
Converse socially about self, others, personal histories and cultural practices
Obtain information using the telephone
Offer advice when needed

RESOURCES:
A Festival Of Folktales "Csucskari", "Talk", "Little Havroshechka", "The Lesson", "Charan"
Academically Speaking Chapters 1, 4
All Talk Unit 7
Americana Articles, Book 1 Unit 2 - Lessons 5, 6
At Home In Two Lands Unit 1 - Lesson 1, Unit 2 - Lesson 5
Basic Adult Survival English Chapter 1
Beyond The Beginning #5, 11
Biographical Stories
Brighter Tomorrows
Can We Talk? Units 1, 9, 16
Can't Stop Talking Units 1, 2
Chatterbox Units 1, 2, 6, 8, 9
Composition Practice, Book 1 Units 1, 9
Countdown! Taking Off Into Content Reading Chapter 1
Crossroads, Book 3 Unit 1
Cultural Awareness Teaching Techniques #11 "Artifacts"
Culturally Speaking Chapters 4, 8
Developing Reading Skills Unit 1
Discussions That Work
English For Adult Competency, Book 2 Chapter 1
Expedition Into English: Listening/Speaking, Book 1 Units 3, 4, 10
Expedition Into English: Reading, Book 1 Units 1, 2, 4, 10
Expedition Into English: Writing, Book 1 Units 1, 3, 4, 10
Express Yourself Chapters 1, 3, 7
Expressions: Stories And Poems Units 1, 2, 3
Expressways, Book 2 Chapters 1, 2, 12, 17
Face To Face Chapters 2, 4,5
Facts And Sources Unit 5
Far From Home Unit 1
Forms And Messages Units 1, 6
Games And Butterflies p. 10-12
Great American Stories, Book I "The Gift Of The Magi", "The Story Of An Hour"
Hispanic Stories
Idea Exchange , Book 1 Unit 1
Images of Puerto Rico
In Contact, Book 1 Units 1, 2, 12
Intercom 2000, Book 2 Units 12, 14
Intercom 2000, Book 4 Unit 12
Introduction To Academic Writing Chapters 1, 2, 5,10
Jazz Chants p. 23, 43
Larger Than Life
Lifelines, Book 4 #1, 2, 12
Listen To Me # 11, 12, 20
Listening Tasks # 3, 6
Look Who's Talking p. 3, 7, 33, 34, 50, 92
Looking At American Food p. 30-33
May I Help You? Chapters 3,5
No Cold Water Either Chapters 6, 12
Notion By Notion Units 27-29, 35

RESOURCES continued:

Now Hear This # 4
On Speaking Terms Unit 7
On Your Way Units 10, 11
Personal Expressions Chapter 4 - Lesson 1
Picture Stories For Beginning Communication Unit 11
Preposition Practice # 10, 13, 14
React - Interact #3, 20
Real Life English, Book 3 Unit 1
Real Life English, Book 4 Unit 1
Real To Reel Units 1, 2, 4, 10,19
Remembering Book 1
Remembering Book 2
Second Steps In Reading And Writing Lesson 33
Settling In Lessons 2, 3, 5, 6
Side By Side, Book 1 Chapters 5, 6, 9-11
Side By Side, Book 2 Chapters 1, 6, 8
Side By Side, Book 3 Chapters 7,10
Side By Side, Book 4 Chapter 8
Stories To Tell Our Children Units 8, 10, 11
Take It Easy Chapters 1, 5
The Writing Challenge Units 1, 4, 7
Time And Space Chapter 10
Variations Chapter 5
Vistas, Book 2 Unit 4
Whaddaya Say? p. 22-24
Winners
Working In English, Book 2 Chapter 1
Write From The Start p. 3-7, 12, 14-15, 20-21, 28-30, 44-45, 90, 93, 98, 112, 114-115, 117, 129
Write Soon! Chapters 1, 4, 9
Write To The Point Chapters 1, 2, 4
Writing Workout Activity Bank- "All About Me", "Three Women"
Audiocassettes - Recordings of directory assistance operators, answering machines, jazz chants
Videos - TV Dating Game segments

MELT COMPETENCIES:

HOU 20* Arrange for installation or termination of household utilities. (I'd like to have a telephone installed as soon as possible.")

HOU 21* Question errors on household bills on the telephone. ("I have one phone. Why am I charged for two phones?")

HOU 22* Explain the exact nature or cause of a household problem. ("The bathroom sink is leaking. There's water all over the floor.")

HOU 23 Read classified ads and housing notices.

HOU 24 Read utility meters and bills.

HOU 25 Make complaints to and respond appropriately to complaints from neighbors or the landlord. ("Your dog barks too much. We can't sleep. Can you keep him quiet?")

VOCABULARY:

install, hook up, jack, service, charges, late fees, overdue/past due, warn, notify, complain, turn down/off/on, call up/on, move in/out, in whose/your name, previous, current, deposit, refundable/nonrefundable, account, switch, pipe, wires, blown fuses, circuit, circuit breaker, broken, tight, loose, not working, leaking, overflowing, stopped up, sparks, smoke detector, deadbolt, safety valve, basic tools- screwdriver, hammer, pliers, wrench, plunger

LISTENING:

Practice with recorded messages/voice mail recordings at utility companies. Visit a utility company for a guided tour. Roleplay landlord - tenant conversations, tenant - tenant conversations for problem solving scenarios.

SPEAKING:

Play "The House Game" of home maintenance tasks. Students draw floor plan of own homes and describe for classmates, comparing unique features. Pairs or individuals design a home for a millionaire and present it to the class. Roleplay telephone calls and face-to-face conversations with the landlord, utility providers, and neighbors. Discuss local housing problems and advantages, home safety threats and preventative measures, homelessness, available services. Play "Floor Map" where students move around the room to describe the relative locations of their home and landmarks in their neighborhoods.

READING:

Read newspaper housing ads and real estate brochures. Read household bills and related notices. Read home safety brochures and articles. Read stories of favorite places or homes.

WRITING:

Write newspaper ads describing students' present homes. Write letters of inquiry and complaint to landlords, neighbors, and utility providers. Write checklist of home safety needs. Write descriptions of childhood home and/or present home, comparing and contrasting the two, if different.

FUNCTIONAL SKILLS:

Initiate and maintain business relationship with utility and housing service providers.
Resolve problems which arise, identifying safety issues and preventative measures.

COMMUNITY SKILLS:

Use the telephone or speak face-to-face with neighbors, landlord, and utility providers to resolve conflicts and maintain open communication.

RESOURCES:

A Conversation Book, Book 1 Unit 3
A Conversation Book, Book 2 Unit 3
Academically Speaking Chapters 3, 4
All Talk Units 3, 8
Basic Composition For ESL Unit 4
Can't Stop Talking Unit 11
Countdown! Taking Off Into Content Reading Chapter 2

RESOURCES continued:
Crossroads, Book 3 Unit 6
Cultural Awareness Teaching Techniques #2
Discussions That Work
English For Adult Competency, Book 1 Chapter 5
English For Adult Competency, Book 2 Chapter 5
Everyday Consumer English Units 6, 7
Expedition Into English: Reading, Book 1 Unit 6
Expedition Into English: Writing, Book 1 Unit 6
Exploring Homelands Session 4
Express Yourself Chapters 4-6, 8-10
Expressions: Stories And Poems Unit 2
Expressways, Book 2 Chapters 10, 13, 16
Far From Home Unit 1 - Lesson 2, Unit 2 - Lesson 1, Unit 4 - Lesson 11
Fast Track, Book 2B Unit 3
Forms And Messages Units 3, 6
Games And Butterflies p. 34 "The House Game"
Grammar In Action, Book 2 Unit 5
Grammar In Action, Book 3 Unit 8
Here To Stay In The USA Units 5, 8
Idea Exchange , Book 1 Units 5, 8
Interactions 2: Listening and Speaking Chapter 2
Introduction To Academic Writing Chapters 2, 3, 7, 10
Listen To Me # 5
Listening Tasks # 8
Look Who's Talking p. 26 "Floor Map"
Looking At American Signs p. 46-49
Moving On Unit 10
No Cold Water Either Chapters 1, 3, 9, 12
Notion By Notion Unit 31
Now Hear This # 1
On Speaking Terms Unit 3
On Your Way Unit 7
Personal Expressions Chapter 5 - Lesson 1
Picture Stories For Beginning Communication Units 6, 9
Real Life English, Book 3 Units 2, 7
Real Life English, Book 4 Unit 7
Real To Reel Units 3, 12
Remembering, Book 2 p. 12 -14
Second Steps In Reading And Writing Lesson 37
Settling In Lesson 5
Side By Side, Book 2 Chapters 10, 13
Side By Side, Book 3 Chapter 6
Signs And Labels Unit 5
Speaking Of Pictures, Book 2 "Speaking of Renting an Apartment"
Speaking Of Survival "Housing"
Stories To Tell Our Children Units 5, 11
Take It Easy Chapter 3
Write From The Start p. 66-67, 94, 119
Write Soon! Chapter 6
Write To The Point Chapter 9
Writing Workout Unit 1, Activity Bank - "Where in the World?"
Audiocassettes - Recordings of utility company operators
CAI: Crosswords
CAI: Wordsearch

MELT COMPETENCIES:

CMS 20 Ask for information about and locate on a map recreational facilities and entertainment. ("Where can I go fishing?")

SOC 27* Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend?" - "I'm going to a soccer game.")

SOC 33 Decline an invitation or postpone a social engagement. ("I'm sorry. I'm busy tomorrow. Can we go shopping next Saturday?")

VOCABULARY:

social gatherings- showers (bridal, baby), bachelor party, weddings, cocktail hour, happy hour, covered dish/potluck dinner, BYOB, RSVP; festival, carnival, sports games, fair, show, concert, recital, museum, zoo, park, picnic, plays/theater, games- Monopoly, poker, cards, charades; TV - talk show, mystery, sports events, special programs, police/cop shows, game shows, movies, soap operas, commercials, news reports; admission, cover charge, tickets...

LISTENING:

Students sit back-to-back for peer interviews regarding personal interests and hobbies. Taking turns to question their partner, each takes notes on the partner's responses and reports back to the group.

SPEAKING:

Students interview partners regarding personal interests. Students roleplay social scenes at dinner party, cocktail hour, or sports events. Brainstorm inexpensive recreation ideas in the local area, locating them on a map. Play charades of popular film titles or TV shows. As a group, redesign the Olymic Gamesor the television schedule, or design a zoo. Plan a class party.

READING:

Play "Favorite Places" board game in which students read instruction slips to move around the board to various recreation spots. Students read aloud segments of a story and ask questions to order the segments correctly. Read folktales, legends, proverbs, poetry, songs, jokes. Act out a dramatic reading or play.

WRITING:

Play "Round Robin" for practice in writing dialogues, questions, and answers. Students work in pairs to create dialogues for wordless comics. Write personal letters, penpal letters, invitations, advertisements for recreational activities, or record in English proverbs and superstitions from native culture.

FUNCTIONAL SKILLS:

Locate recreational spots on a map.
Request information on local recreational opportunities.

COMMUNITY SKILLS:

Converse socially.
Discuss entertainment in the local area
Invite others and respond to invitations

RESOURCES:

A Conversation Book, Book 2 Units 2, 8
A Festival Of Folktales "The Mountain Lion and the Cricket", "Ma Liang and His Magic Brush", "The Caterpillar and the Crow"
Academically Speaking Chapter1
All Talk Unit 4
Americana Articles, Book 1 Unit 3
At Home In Two Lands Unit 2 - Lesson 4
Basic Composition For ESL Units 1, 5, 6
Begin In English "The Man, the Boy, and the Donkey"
Beyond The Beginning # 1 - 4, 9, 11
Can We Talk? Units 3, 5, 6, 10, 11

RESOURCES continued:
Can't Stop Talking Units 7, 10, 12, 16
Chatterbox Units 5, 10
Composition Practice, Book 1 Unit 5
Crossroads, Book 3 Units 9, 10
Cultural Awareness Teaching Techniques #6, 13
Culturally Speaking Chapter 6
Developing Reading Skills Unit 4
Discussions That Work
Expedition Into English: Listening/Speaking, Book 1 Units 5, 9
Expedition Into English: Reading, Book 1 Units 4, 5, 9, 12
Expedition Into English: Writing, Book 1 Units 5, 9
Express Yourself Chapters 1, 3
Expressions: Stories And Poems Unit 1
Expressways, Book 2 Chapters 9, 17, 18
Facts And Figures Unit 9
Far From Home Unit 3 - Lessons 7, 8, Unit 5 - Lesson 13
Fast Track, Book 2A Unit 1
Folktales From Around The World
Forms And Messages Units 3, 6
Games And Butterflies p. 12, 19, 31, 50-54, 70, 77 - "Favorite Places", 104 - "Round Robin"
Grammar In Action, Book 1 Units 11, 15, 17, 24
Grammar In Action, Book 2 Units 3, 4, 6, 9, 12, 16
Grammar In Action, Book 3 Units 14, 17
Guessworks!
Idea Exchange , Book 1 Units 4, 7
In Contact, Book 1 Unit 8
In The Know, Book 2 #19
In The Know, Book 3 # 9, 13, 15
Interactions 2: Listening and Speaking Chapter 8
Intercom 2000, Book 4 Unit 1
Introduction To Academic Writing Chapter 3
Jazz Chants p. 17, 21, 23, 25, 27, 45, 51
Lado English Series, Book 5 Units 1, 5
Listen To Me # 7, 9
Listening Tasks # 9, 11
Look Who's Talking p. 5, 17, 35, 42, 44, 50-51, 69-71, 98, 102
No Cold Water Either Chapter 7
Notion By Notion Unit 37
On Speaking Terms Units 7, 9
On Your Way Units 8,10
Personal Expressions Chapter 2
Picture Stories For Beginning Communication Units 5, 14
Preposition Practice # 9, 15-25
React - Interact #7, 12
Reading Snacks
Real Conversations Unit 6
Real Life English, Book 3 Unit 1
Real Life English, Book 4 Unit 1
Real To Reel Units 5, 14, 23
Remembering Book 2 p. 56 - 60
Remembering Book 1 p. 30 - 32, 46
Signs And Labels Units 3, 6
Six Stories For Acting
Small Talk Units 5, 7, 13, 15
Stories To Tell Our Children Units 3, 8, 10

RESOURCES continued:

Take It Easy Chapter 9
The Non-Stop Discussion Book Unit 8
The Writing Challenge Units 4, 7
Timeless Tales: Myths "Narcissus and Echo", "The Trojan War"
Variations Chapter 15
Vistas, Book 2 Units 1, 10
Vocabulary Booster, Book 1
Whaddaya Say? p. 4-6
Winners: Hall Of Fame
Winners: Olympic Games
Write From The Start p. 16 -19, 64 - 65, 75, 77, 83, 106, 117
Write Soon! Chapters 4, 7, 10
Write To The Point Chapter 3
Writing Workout Activity Bank p. 121 -124
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:

CMS 16 Respond to serious weather conditions based on a TV, radio, or telephone warning. (There's a tornado watch until 10:00 tonight.)

SOC 27* Respond to and ask questions about personal background, weekend plans, recent experiences, weather, traffic, etc. ("What are you going to do this weekend? I'm going to a soccer game.")

VOCABULARY:

flood, hurricane, drought, tornado, twister, earthquake, blizzard, ice storm, famine, "watch", volcano, eruption, state of emergency, travelers' advisory

LISTENING:

Listen to tapes of TV and radio weather reports. View Weather Channel segments on climates, natural disasters, gardening, and geography - related issues.

SPEAKING:

Students roleplay interviews with natural disaster survivors. In peer interviews, students describe personal experiences in extreme weather conditions, favorite seasons, and compare seasonal activities in their native countries with those in the U.S.

READING:

Read dramatic accounts of rescues and survivals in natural disasters. Students read essays written by their classmates on the subject.

WRITING:

Write news stories on natural disasters. After oral interviews, students write of their own experiences in unusual weather conditions. Each student completes a chart of the seasons in his country, detailing the activities, foods, clothing, and holidays pertinent to each.

FUNCTIONAL SKILLS:

Respond to and ask questions about weather , climate, and appropriate attire.
Understand and act upon advice concerning the weather.

COMMUNITY SKILLS:

Adequately prepare self and household for weather conditions.
Demonstrateawareness of the effect of environmental factors upon personal and community activities.

RESOURCES:

A Conversation Book, Book 1 Unit 4
A Conversation Book, Book 2 Unit 8
A Festival Of Folktales "The Flying Head"
Academically Speaking Chapter 1
Basic Composition For ESL Units 2, 3, 6
Beyond The Beginning # 2, 3, 12
Can We Talk? Unit 2
Can't Stop Talking Units 18, 21, 30
Crossroads, Book 3 Unit 9
English For Adult Competency, Book 2 Chapter 8
Expedition Into English: Listening/Speaking, Book 1 Unit 12
Expedition Into English: Reading, Book 1 Unit12
Expedition Into English: Writing, Book 1 Unit 12
Express Yourself Chapters 2, 4 -10
Facts And Figures Unit 7 - Lesson 5
Grammar In Action, Book 1 Unit 14
Grammar In Action, Book 3 Unit 20
Great American Stories, Book 1 "Love of Life"
Great Rescues

RESOURCES continued:

In Contact, Book 1 Unit 11
In The Know, Book 2 # 9
In The Know, Book 4 # 18
Intercom 2000, Book 1 Unit 13
Introduction To Academic Writing Chapters 2, 3
Lado English Series, Book 5 Unit 9
Listening Tasks #7
Maps, Globes, And Graphs #7
Notion By Notion Unit 32
Now Hear This # 19, 20
Personal Expressions Chapter 5 - Lesson 1
React - Interact #9, 21
Real Life English, Book 3 Units 3, 4
Real To Reel Unit 9
Remembering Book 2 p. 21-23
Signs And Labels Units 1, 3
Small Talk Unit 11
Stories To Tell Our Children Unit 4
The Writing Challenge Units 5, 6
Timeless Tales: Folktales "Making Rain"
Timeless Tales: Myths "Narcissus and Echo"
Words More Words "Around the World"
Write Soon! Chapters 2, 3, 7
Write To The Point Chapters 2, 6, 8
Audiocassettes - Recordings of radio weather reports
CAI: Crosswords
CAI: Word Search
Videos - Television weather reports, Weather Channel segments

MELT COMPETENCIES:

HE 30* Telephone or write a simple note to school/work explaining own or child's absence due to illness. ("My daughter was absent yesterday because she has the flu.")

HE 31* Read warnings, storage directions, and emergency instructions. (REGRIGERATE AFTER OPENING; KEEP OUT OF THE REACH OF CHILDREN)

HE 32* Describe general medical history orally, including names of major illnesses. ("I had hepatitis in 1980.")

HE 33* Respond to questions about means of payment. (Do you have Medicaid or personal insurance? - "Medicaid.")

HE 34 Fill out a simple medical history form with assistance. May use bilingual materials if needed.

HE 35 Explain own and others' health problems in detail. ("My back hurts when I lift heavy objects.")

HE 36 Does not exist.

HE 37 Offer advice for health problems. ("You've been sick for a long time. Why don't you see a doctor?")

VOCABULARY:

Medicare, medicaid, Blue Cross/Blue Shield, HMO, Medical Assistance, insured, uninsured, First Aid vocabulary, medical conditions and diseases, common surgeries - appendectomy, tonsillectomy, hysterectomy, tubal ligation; common immunizations- tetanus, chicken pox, diptheria, polio, mumps, measles; body parts- internal and external. . .

LISTENING:

Roleplay visits to the doctor's office for check-ups and for health problems. Partners practice interviewing each other on personal medical history. View and discuss videos on health care, healthy lifestyles, and diseases.

SPEAKING:

Roleplay giving advice to someone with a common health problem. Discuss home remedies for common problems such as colds, warts, an upset stomach. Roleplay visits to a doctor's office or clinic. Practice medical history interviews. Practice phone calls to school or work to explain an absence. Using TPR style instruction and problem solving roleplays, demonstrate basic First Aid practices such as the Heimlich Maneuver.

READING:

Read articles on basic nutrition, exercise, and health care. Read basic First Aid materials. Read medical history forms with lists of diseases and conditions.

WRITING:

Complete basic health forms. List diseases and common treatments and/or prevention. Write a paragraph to describe a personal health problem or emergency.

FUNCTIONAL SKILLS:

Communicate reasons for absences from required activities.
Explain own medical history orally and in writing on basic forms.
Know simple First Aid practices.
Read warnings and instructions on labels.

COMMUNITY SKILLS:

Describe own and others' health problems.
Offer advice for health problem when necessary.

RESOURCES:

A Conversation Book, Book 1 Units 1, 8
A Conversation Book, Book 2 Unit 6
Academically Speaking Chapter 1
Americana Articles, Book 2 Unit 4 - Lessons 1, 2
At Home In Two Lands Unit 6 - Lesson 16
Basic Composition For ESL Units 3 , 6
Begin In English "Mrs. Proctor Goes to the Doctor"
Can We Talk? Units 4, 8

RESOURCES continued:

Chatterbox Units 3, 13
Choices: Families And Schools # 1, 8
Crossroads, Book 3 Unit 5
Crossroads, Book 4 Unit 4
Culturally Speaking Chapter 9
English For Adult Competency, Book 1 Chapter 3
English For Adult Competency, Book 2 Chapter 3
Expedition Into English: Writing, Book 1 Unit 12
Express Yourself Chapters 2, 5, 6, 9
Expressways, Book 2 Chapters 6, 14
Far From Home Unit 1 - Lesson 3, Unit 5 - Lesson 15
Grammar In Action, Book 2 Unit 18
Grammar In Action, Book 3 Unit 3
Great Rescues
Here To Stay In The U.S.A. Unit 9
In Contact, Book 1 Unit 7
In The Know, Book 2 # 3, 7, 11, 12, 15, 20
In The Know, Book 3 # 1, 2, 7, 14, 17
In The Know, Book 4 # 8, 9, 16, 20
Interactions 2: Listening and Speaking Chapter 10
Intercom 2000, Book 1 Unit 12
Intercom 2000, Book 2 Units 13, 15
Intercom 2000, Book 3 Units 6 - 9
Jazz Chants p. 29, 31, 35, 53, 67
Lifelines, Book 4 #9, 10
Listen To Me! #15, 16
Listening Tasks #2
Moving On Unit 9
No Hot Water Tonight Chapter 23
Notion By Notion Unit 33
Now Hear This # 5
On Speaking Terms Unit 6
On Your Way Unit 11
Personal Expressions Chapter 4- Lesson 2
Picture Stories For Beginning Communication Units 1, 8
React - Interact # 13, 27
Real Conversations Unit 4
Real Life English, Book 3 Units 5, 7-9
Real Life English, Book 4 Unit 8
Real To Reel Unit 20
Remembering, Book 1 p. 46
Remembering Book 2 p. 52 - 55
Second Steps In Reading And Writing Lessons 16, 36
Side By Side , Book 2 Chapter 11
Signs And Labels Unit 5
Speaking Of Survival "The Doctor", "The Dentist"
Speaking of Pictures, Book 2 "Speaking of Going to the Doctor"
Speaking Up At Work Unit 2 - Section 1
Stories To Tell Our Children Unit 7
Taking Off Unit 6
The Ability To Risk Units 2, 5, 7, 8
The Non-Stop Discussion Book Units 2, 4, 7
Vistas, Book 2 Unit 5
Whaddaya Say? p. 19-21
What's In A Word? Unit 4

RESOURCES continued:

Working In English, Book 2 Chapters 8, 11
Write From The Start p. 26, 78
Writing Workout Unit 2, Activity Bank - "Patient Information Form"
You Can Give First Aid
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:

SHO 25 Ask about and follow oral instructions for care of clothing or read labels on clothing in symbols and words.(Wash in cold water.)

SHO 26 Read names of different types of stores. (HARDWARE; JEWELRY)

SHO 27 Ask about and understand basic information about store hours, products and prices over the telephone. ("Do you make keys?")

VOCABULARY:

yard sale, garage sale, thrift store, bazaar, rummage sale, consignment shop, merchandise, bargain, refund, label, try on, lay-away, rip-off, cashier, seasonal clothing, wool, rayon, nylon, cotton, silk, hand wash, tumble dry, line dry, dry flat, drip dry, gentle cycle, cool water, bleach, dry clean, hardware, drug store, pharmacy, clothing store, shoe store, butcher shop, barber shop, farmers' market, flea market, discount store, department store, grocery store, book store, toy store, automotive store, window shop, browse, shoplift...

LISTENING:

View televison game show such as "The Price Is Right" , and play a modified version in class. View video segments of QVC- Shoppers Channel, allowing students to "spend" a designated amount of money.

SPEAKING:

Send pairs or teams of students on a scavenger hunt in a shopping mall to get information on locations and names of stores, prices or sizes of particular items, procedures for making a layaway, etc. Visit a laundromat or dry cleaner to observe and then take turns explaining the care process for various types of clothing. Visit a flea market or yard sale for students to practice shopping dialogues. Students do a phone survey of prices at various stores for a list of standard items.

READING:

With a pile of clothing, students will read the care instructions and sort into piles of those that receive the same care. Read store directories at shopping malls and department stores. Play "Categories" separating photos of items into department store departments. Use the yellow pages for an in-class scavenger hunt to locate stores or businesses to obtain particular items and services.

WRITING:

Write a description and care instructions for the clothing the students are wearing. Design the ideal shopping mall, listing the stores, food places, services to include, hours of operation, layout of facilities, landscaping and decor, and products to be sold in what price range.

FUNCTIONAL SKILLS:

Identify proper care for clothing.
Identify where to purchase particular kinds of items.

COMMUNITY SKILLS:

Use the telephone to obtain shopping information.

RESOURCES:

A Conversation Book, Book 1 Unit 5
A Conversation Book, Book 2 Unit 7
Academically Speaking Chapter 6
Composition Practice, Book 1 Unit 6
Crossroads, Book 4 Units 6, 9
Cultural Awareness Teaching Techniques #17 "Town Survey"
Culturally Speaking Chapter 7
Discussions That Work # 16 "Surveys", "Scavenger Hunts", "Planning Projects", "Layout Problems"
English For Adult Competency, Book 1 Chapter 6
English For Adult Competency, Book 2 Chapter 6
Expedition Into English: Listening and Speaking, Book 1 Units 6, 7
Expedition Into English: Reading, Book 1 Unit 7
Expedition Into English: Writing, Book 1 Unit 7

RESOURCES continued:

Expressions: Stories And Poems Unit 3
Expressways, Book 2 Chapter 7
Facts And Sources Unit 5
Games And Butterflies p. 24, 25, 77, 85
Grammar In Action, Book 1 Units 7, 9
In Contact, Book 1 Unit 4
In The Know, Book 3 #3
Intercom 2000, Book 1 Unit 16
Introduction To Academic Writing Chapter 3
Lifelines, Book 4 #6
Listening Tasks #12
Looking At American Signs p. 14-15, 26-27
Moving On Units 4, 7
Picture Stories For Beginning Communication Unit 5
Real Life English, Book 3 Unit 6
Real Life English, Book 4 Unit 6
Second Steps In Reading And Writing Lessons 12, 19
Side By Side, Book 3 Chapter 9
Signs And Labels Units 4-6
Speaking Of Survival "Shopping for Clothes", "Shopping for Furniture"
Take It Easy Chapter 6
Vistas, Book 2 Unit 3
Write From The Start p. 8-9
Writing Workout Unit 4
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:

BAN 9* Fill out the required forms to open a checking or savings account with assistance.
BAN 10 Read a savings and checking account statement.
CLA 16 Ask for clarification by giving alternatives. ("Fifteen or fifty?")

VOCABULARY:

gross income, net income, verification of income, proof of employment, minimum balance, interest, MAC card, credit, debit, drive through, paycheck, cash a check, checking account, savings account, deposit, withdrawal, endorse, balance, interest, bounce a check, overdraft protection, fees, service charge, automatic teller, ID code or PIN number, receipt, monthly, daily, teller, loan, transaction

LISTENING:

Practice dialogues including requests for repetition or clarification, reporting problems or requesting information on checking and savings accounts. In pairs, roleplay an interview to open a new account, completing an application as the interviewer directs.

SPEAKING:

Roleplay teaching someone to use an automatic teller, listing the steps in the process. In pairs, roleplay an interview to open a new account, completing an application as the interviewer directs. Roleplay conversations with bank tellers for regular transactions, as well as for those with special details such as depositing travelers checks or an unendorsed check. Roleplay conversations reporting a problem with the automatic teller ("It ate my card!") or loss of a checkbook or MAC card.

READING:

Read and follow instructions at an automatic teller. Read and complete banking applications, deposit slips, withdrawal slips, checks. Read account statements.

WRITING:

Complete sample bank forms: applications, deposit slips, withdrawal slips, checks. List reasons to use a checking account and a savings account. List reasons to save money and describe own experience with saving money.

FUNCTIONAL SKILLS:

Complete basic banking forms and read simple routine reports on personal accounts.

COMMUNITY SKILLS:

Know how to conduct routine personal banking transactions independently.
Seek clarification in conversation by repeating if necessary.

RESOURCES:

A Conversation Book, Book 2 Unit 4
A Festival Of Folktales "The Poor Man and His Three Sons"
Academically Speaking Chapter 6
Americana Articles, Book 1 Unit 3 - Lesson 3
Basic Adult Survival English Chapter 2
Basic Composition For ESL Unit 1
Countdown! Taking Off Into Content Reading Chapters 9, 10
Crossroads, Book 4 Unit 9
English For Adult Competency, Book 1 Chapter 8
English For Adult Competency, Book 2 Chapter 6
Everyday Consumer English Units 2, 3
Express Yourself Chapters 2, 5
Expressways, Book 2 Chapter 13
Fast Track, Book 2B Unit 2
Forms And Messages Units 2, 4
Games And Butterflies p. 14

RESOURCES continued:

In The Know, Book 2 #6
Interactions 2: Listening and Speaking Chapter 3
Introduction To Academic Writing Chapter 2
Jazz Chants p. 43
Listening Tasks # 1
Look Who's Talking p. 94 "Horse Traders"
May I Help You? Chapter 2
Real Life English, Book 4 Unit 2
Signs And Labels Unit 4
Small Talk Unit 10
Speaking Of Survival "Banking"
Timeless Tales: Folktales "The Man in the Moon", "Money or Mind", "Aladdin's Lamp"
Words More Words "Across the City", "At Home"
Write To The Point Chapter 7

MELT COMPETENCIES:

DIR 12* Follow and give multiple-step directions to specific places within a building. ("Go to the second floor and turn right. It's the third door on the left.")

DIR 13 Use a map to find a place.

TRA 15 Read printed bus/train schedules.

VOCABULARY:

arrival, departure, delay, lay-over, aisle seat, window seat, non-smoking, smoking, ticket, transfer, rest stop, final destination, location

LISTENING:

Play "Pathfinding" with students orally directing a blindfolded partner around obstacles. Practice listening to taped speech and loudspeaker announcements as heard in bus and train stations or on trains. View a comedy film such as "Planes, Trains, and Automobiles" or "Silver Streak" with a follow-up discussion of transportation problems and solutions.

SPEAKING:

Students create and describe for the class "collages" of various kinds of transportation. After practicing reading transportation schedules in class, send students in pairs on public transportation "expedition" to all meet at one place at a designated time. Tell experiences over shared refreshments. Play "Pathfinding" with students orally directing a blindfolded partner around obstacles.

READING:

Read bus and train schedules and maps. Students follow written directions within the building leading a blindfolded partner in "Blind Faith". Read articles and brochures on public transport systems, directions, and maps to local sights.

WRITING:

Write step by step directions to use local public transportation. Report on types of public transport locally and in native country, listing advantages and disadvantages. As a group, write a tour of local sights, providing maps and directions for newcomers.

FUNCTIONAL SKILLS:

Follow and give directions and maps as needed.
Read printed transportation schedules.

COMMUNITY SKILLS:

Demonstrate awareness of local public transportation and how to use it, and ability to assist others in doing so.

RESOURCES:

A Conversation Book, Book 1 Unit 6
Academically Speaking Chapter 4
Basic Composition For ESL Unit 1
Can't Stop Talking Unit 21
Chatterbox Unit 7
Crossroads, Book 3 Unit 10
English For Adult Competency, Book 2 Chapter 4
Expedition Into English: Listening/Speaking, Book 1 Unit 6
Expedition Into English: Reading, Book 1 Unit 6
Expressways, Book 2 Chapter 3
Facts And Sources Unit 3
Games And Butterflies p. 22 "Pathfinding", 74, 77 "Favorite Places", 80
Grammar In Action, Book 1 Unit 13
Grammar In Action, Book 2 Unit 8
Great American Stories, Book 1 "A Cub Pilot's Education"
Here To Stay In The U.S.A. Unit 10

RESOURCES continued:

Interactions 2: Listening and Speaking Chapter 6
Intercom 2000, Book 2 Units 2, 8
Introduction To Academic Writing Chapters 3, 10
Listening Tasks # 4
Look Who's Talking p. 47 "Blind Faith"
Maps, Globes, And Graphs #4
Moving On Units 5, 6
Picture Stories For Beginning Communication Units 5, 6, 14
Preposition Practice # 1, 4-8, 12
Real Conversations Unit 1
Real Life English, Book 3 Units 2, 10
Real To Reel Units 6, 7, 15
Shifting Gears, Book 2 Lesson 29
Side By Side, Book 2 Chapter 7
Signs And Labels Units 1, 2
Small Talk Unit 12
Speaking Of Survival "Transportation"
Speaking Up At Work Unit 2 - Section 2
Take It Easy Chapter 8
The Non-Stop Discussion Book Unit 9
Words More Words "On the Road"
Working In English, Book 2 Chapter 12
CAI: USA Geograph

ELM Branches Out! - Level 5 - Occupations

MELT COMPETENCIES:

CLA 15* Identify which part of instructions or an explanation was not understood. ("I don't understand what to do after I put these away.")
CLA 17 Rephrase one 's own explanation/statement. (He's not here." - What? - "He's absent.")
EFJ 22* Begin and end an interview appropriately; answer and ask questions and volunteer information, if necessary.
EFJ 23* Find out about benefits for a new job. ("What kinds of benefits are available?")
EFJ 24* State own ability to use tools, equipment, and machines. ("I can operate a fork lift.")
EFJ 25* State own strengths related to work. ("I learn quickly.")
EFJ 26 Respond appropriately to an employer's decision about a job, whether accepted or rejected. (I'm sorry, but the job is filled. - "Do you have any other openings?")
EOJ 25* Respond to multiple-step oral instructions without visual references. (Take the box in the mailroom and put it on the top shelf.)
EOJ 26* Briefly explain a technique or the operation of a piece of basic equipment to a co-worker. May use gestures or a demonstration. ("You have to loosen the screw and raise it up.")
EOJ 27 State intention to resign and give reasons for resigning from a job. ("I'm going to quit my job in three weeks because I'm moving.")
EOJ 28 Request a letter of reference. ("Could you write a reference for me?")

VOCABULARY:

responsibilities, duties, quit, resign, lay-off, fire, hire, replace, experience, position, skills, reference, goals, degree (education), job opening, available, reliable, dependable, benefits, procedures, health care, paid vacation or holidays, sick leave, bereavement, personal days, maternity leave, workmen's compensation, retirement, pension plan, follow-up, fill out application, review an application, on file, return a call, give advance notice, waiting list, time off, specific career field terminology and titles (ie. clerk, technician, retail, manufacturing...), sequence words (first, then, next...)

LISTENING:

Play 20 Questions about famous people and their occupations. Listen to audio and video tapes of job interviews. Using picture stories, students reconstruct a story already told by the instructor, practicing sequential descriptions.

SPEAKING:

Students interview partners about their career experience, desires, goals, and current job situation. Students roleplay job interviews and on the job conversations, including giving notice of resignation. Using picture stories, students reconstruct a story already told by the instructor, practicing sequential descriptions. Playing Charades, students guess what common tasks classmates are performing step by step. Students take turns each giving instructions on how to do a task which is routine to them on the job or at home.

READING:

Students group vocabulary cards with work jargon into appropriate categories. Read brief job descriptions and lists of tasks with skill requirements. Read lists of available benefits and procedures to use them. Read job application forms. Read basic equipment instructions.

WRITING:

Students create title and scripts for work-related cartoons. Play "What Am I?", a written form of 20 Questions. Students write brief job descriptions for jobs they've done.

FUNCTIONAL SKILLS:

Complete standard job applications.
Conduct self appropriately in a job interview.
Follow multiple step instructions.
Obtain information necessary to make a wise job choice.
Seek and offer clarification when necessary.

COMMUNITY SKILLS:

Demonstrate responsible, courteous conduct in a job search and when leaving a position.
Offer description of own job-related abilities.

RESOURCES:

A Conversation Book, Book 1 Unit 7
Academically Speaking Chapter 1
All Talk Unit 12
Americana Articles, Book 1 Unit 2 - Lessons 1, 2; Unit 4 - Lesson 5; Unit 5 - Lesson 2
Americana Articles, Book 2 Unit 2; Unit 3 - Lesson 1
At Home In Two Lands Unit 1 - Lesson 3, Unit 3 - Lesson 8, Unit 4
Basic Adult Survival English Chapter 3
Basic Composition For ESL Units 1, 5
Begin In English "Cookies"
Can't Stop Talking Unit 5
Chatterbox Unit 4
Choices: Families And Schools #4
Countdown! Taking Off Into Content Reading Chapters 6, 7
Crossroads, Book 3 Units 7, 8
Crossroads, Book 4 Unit 8
Discussions That Work #7 "Putting in Order - Picture Sequence"
English For Adult Competency, Book 1 Chapter 7
English For Adult Competency, Book 2 Chapter 7
Expedition Into English: Reading, Book 1 Units 2, 10
Expedition Into English: Writing, Book 1 Unit 8
Expressways, Book 2 Chapters 5, 8, 15
Far From Home Unit 4 - Lesson 10, Unit 6
Fast Track, Book 2B Units 3, 4 - Lesson 2
Forms And Messages Unit 4
Games And Butterflies p. 95, 101, 105 - "What Am I?"
Grammar In Action, Book 3 Units 3, 4, 12
Great American Stories, Book 1 "A Cub-Pilot's Education"
Here To Stay In The U.S.A. Unit 7
How To Get A Job And Keep It Units 3, 4, 8
Idea Exchange , Book I Units 3, 6
In The Know, Book 2 "The Life of a Rockstar"
In The Know, Book 3 # 4
In The Know, Book 4 # 2, 15
Interactions 2: Listening and Speaking Chapter 4
Intercom 2000, Book 2 Unit10
Intercom 2000, Book 4 Units 10, 11
Introduction To Academic Writing Chapters 3, 4
Jazz Chants p. 9, 23, 61
Job Hunting Know How Lessons 1, 4, 5
Job Success Know How Lesson 5
Lado English Series, Book 5 Unit 8
Lifelines, Book 4 #14
Listen To Me # 4, 8, 9
Listening Tasks # 10, 19
Look Who's Talking p. 5
May I Help You? Chapters 1, 6
Moving On Unit 8
No Cold Water Either Chapter 8
Notion By Notion Unit 30
Now Hear This # 2, 7, 11, 18
On Speaking Terms Unit 2
On Your Way Unit 12
Personal Expressions Chapter 5 - Lesson 2
Picture Stories For Beginning Communication Units 3, 4, 12, 13
React- Interact #8, 17

RESOURCES continued:

Real Conversations Units 3, 5
Real Life English, Book 3 Unit 9
Real Life English, Book 4 Unit 9
Real To Reel Units 13, 21, 22
Remembering Book 2 p. 9 -11, 15 -17, 30 -32
Remembering Book1 p. 9 -11, 15 -18
Second Steps In Reading And Writing Lesson 38
Side By Side, Book 1 Chapter 13
Side By Side, Book 4 Chapters 4, 8
Small Talk Unit 7
Speaking Of Pictures, Book 3 "Speaking of Getting a Job"
Speaking Of Survival "Jobs"
Speaking Up At Work Unit 1 - Section 2, Unit 3 - Section 2, Unit 5 - Section 2, Unit 6 - Section 1, Unit 7 - Section 3, Unit 8 - Section 3
The Writing Challenge Unit 3
Viewpoints: Nonfiction Selections Unit 3
Vistas, Book 2 Unit 7
Words More Words "In Business"
Write From The Start p. 48 - 49, 58 - 59, 74, 118, 130, 133
Write To The Point Chapter 4
CAI: Crosswords
CAI: Word Search

ELM Branches Out! - Level 5 - Community Services / Responsibilities

MELT COMPETENCIES:

CMS 14 Write a note or call to explain an absence from school. ("I was absent yesterday because I went to the dentist.")

CMS 15 Respond to a postal clerk's questions regarding custom forms and insurance forms for domestic and overseas packages. (What's inside? - "Clothing." What's the value? - "$25.00")

CMS 17 Inquire about the availability of vocational training or adult basic education programs. ("Is there a welding class that I can take?")

CMS 18 Read and respond appropriately to written communication from child's school --- shortened school day, vacation, parent-teacher meeting.

CMS 19 Read basic information on a child's report card. (P = PASS; F = FAIL)

CMS 21 Fill out postal forms, such as letter registration forms, without assistance.

CMS 22 Arrange daycare or pre-school for own children. ("I'd like to enroll my daughter in pre-school.")

VOCABULARY:

post office terms - declare, insure, value, certify, registered, sender, addressee, domestic, overseas, surface mail, air mail, express, 1st/2nd/3rd/4th class, contents, C.O.D., money order, adult education terms- class, course, major, certificate, diploma, credit/noncredit, semester, vocational training, literacy, GED, financial aid, scholarship, loan, register, enroll, qualifications, fees, tuition, texts, exams, school terms - grade, elementary, secondary, junior high, senior high, pre-school, kindergarten, day care, principal, teacher , counselor, school nurse, playground, cafeteria, extra-curricular activities, report cards, marking period, parent-teacher conferences, open house, absence, attendance, punctuality, tardiness, truancy, vacation, holiday, work attitudes, study habits, cooperation, motivation, behavior, recognize, award, potty-trained, nursing mother, bottle, formula, alert, confused, knowledge, teachable

LISTENING:

Listen and follow step-by-step instructions to complete postal forms and school registration forms. Roleplay post office dialogues and inquiries about school programs. Visit and tour an adult education center with speeches on available courses, registration procedures, financial aid qualifications, entrance requirements, etc.

SPEAKING:

Visit a post office to perform roleplays that have been practiced in class (ie., sending a package, registering a letter). Students give mini-speeches to explain their personal education goals and/or impromptu speeches on educational issues such as "the importance of education", "the value of a GED compared to a high school diploma", "the best kind of education", "the best teacher"... In "Teachers", students describe things they can teach others to do.

READING:

Read post office forms for change of address, registered/certified letters, money orders, C.O.D. package. Read peer essays on personal educational goals. Read mini-biographies of successful GED completers.

WRITING:

Write personal educational goals, list options, and write a plan to accomplish them based on visit to adult education center. Complete post office forms. Write parental excuses for children missing school activities. Write essays on "My Best Teacher."

FUNCTIONAL SKILLS:

Express concrete and abstract wants and needs.
List options and plan for achieving goals.
Receive and send written communication from school
Request information and arrange for educational opportunities.
Set goals for own or child's education.

COMMUNITY SKILLS:

Account for absences from school for self or child in writing or on phone.
Demonstrate ability to plan for educational gains for self or child and cooperates with professionals to achieve gains.
Demonstrate proficiency in obtaining postal services.

RESOURCES:

A "Cloze" Look At English Units 3, 5
A Conversation Book, Book1 Unit 6
Academically Speaking Chapter 7
Americana Articles, Book 1 Unit 2 - Lessons 1, 3; Unit 4 - Lessons 1, 4
Basic Adult Survival English Chapter 5
Basic Composition For ESL Unit 3
Beyond The Beginning # 6
Can't Stop Talking Units 23, 26
Chatterbox Unit 12
Choices: Families And Schools #2, 5-7, 9, 10, 12
Crossroads, Book 3 Unit 2
Cultural Awareness Teaching Techniques #18
Culturally Speaking Chapter 2
Developing Reading Skills Unit 3
English For Adult Competency, Book 1 Chapters 3, 8, 9
English For Adult Competency, Book 2 Chapters 7, 8
Expressways, Book 2 Chapters 7, 11, 14
Facts And Figures Unit 8 - Lesson 2
Far From Home Unit 3 - Lesson 9
Fast Track, Book 2A Unit 5
Fast Track, Book 2B Unit 1
Forms And Messages Units 1, 3
Grammar In Action, Book 2 Unit 4
Grammar In Action, Book 3 Units 1, 11, 16, 18
Great American Stories, Book 1 "A Cub Pilot's Education"
Idea Exchange . Book I Units 3, 6, 7
In The Know, Book 2 #14
Interactions 2: Listening and Speaking Chapter 1
Introduction To Academic Writing Chapters 4, 6, 7
Jazz Chants p. 3, 37, 63
Lado English Series, Book 5 Unit 10
Listening Tasks # 10
Look Who's Talking p. 18 "Teachers"
Moving On Unit 2
No Cold Water Either Chapter 5
Now Hear This #12, 13
On Speaking Terms Unit 1
On Your Way Units 9, 10
Personal Expressions Chapter 1 - Lesson 1, Chapter 3
Picture Stories For Beginning Communication Unit 10
Preposition Practice # 22
React- Interact #14, 19
Real Life English, Book 3 Units 1, 2, 9
Real To Reel Units 8, 17, 26
Remembering, Book 1 p. 33 - 35
Second Steps In Reading And Writing Lesson 24
Side By Side, Book 1 Chapter 16
Side By Side, Book 2 Chapters 4, 10
Side By Side, Book 3 Chapters 7, 8
Side By Side, Book 4 Chapter 3
Signs And Labels Unit 3
Speaking Of Survival "Post Office and Telephone", "School and Day Care Centers"
Speaking Up At Work Unit 2 - Section 1
Stories To Tell Our Children Unit 9
The Ability To Risk Unit 10
The Non-Stop Discussion Book Units 5, 13, 23

RESOURCES continued:
The Writing Challenge Unit 2
Time And Space Chapter 8
Viewpoints: Nonfiction Selections Unit 7
What's In A Word? Unit 8
Words More Words "Across the City"
Working In English, Book 2 Chapters 8, 11
Write From The Start p. 11, 22 - 25, 69, 99, 103, 112, 123
Write Soon! Chapter 9
Write To The Point Chapter 8
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:

Soc 28* Answer questions about differences between the native country and the United States in simple terms. ("In this country, my wife works. I take care of my children.")
Soc 29* Ask about the appropriateness of actions according to customs / culture in the United States. ("Is it all right to war my shoes in the house?")
Soc 31* Ask for or offer assistance. ("I'm going to the supermarket. Can I get anything for you?")

VOCABULARY:

local government departments and public service agencies: police and fire departments, welfare, unemployment, and social security, children's service agencies, clinics, self-help groups, immigration, citizenship, and voter registration, media coverage, pro's/con's, political parties, labor unions, civil rights, current issues (ie., racism, sexual harassment, disabilities) justice system - courts, hearings, indict, verdict, acquit, prison, sentence..

LISTENING:

Listen to telephone answering machines and conversation recordings from social agencies and government offices. Listen to cassettes and/or speakers from community agencies. View and discuss videos on community problems from television news or talk shows. View and discuss video such as "Common Threads" on AIDS or "Separate But Equal" on race relations. Listen to audiocassettes of dramatic readings such as "The Cop and the Anthem".

SPEAKING:

Brainstorm pro's and con's of a current issue, writing lists. Have students categorize points and build arguments to defend own position. Students give current event reports on high interest stories, giving updates as to progress and resolution. Create an opinion poll on a current issue with students asking neighbors, friends, and co-workers for responses. As a group, tally the results, possibly in graph form. Perform a drama or dramatic reading of a play or short story which touches on a current social issue such as "The Cop and the Anthem" and the issue of homelessness.

READING:

Read newspaper editorials and letters to the editor on controversial issues. Read historical background on issues and mini-biographies of key figures, ie. Malcolm X, Carrie Nation, Max Cleland.

WRITING:

Write letters to the editor on an issue, write a persuasive essay outlining the argument/position taken. Students write generalizations about results of opinion poll conducted.

FUNCTIONAL SKILLS:

Identify and report differing viewpoints on current news issues.
Identify news relevant to personal situation.

COMMUNITY SKILLS:

Report and discuss current events and issues.

RESOURCES:

A Conversation Book, Book 2 Unit 8
A Festival Of Folktales "Two Merchants", "Anya's Garden"
A History Of Multicultural America
Academically Speaking Chapters 1, 2
Americana Articles, Book 1 Unit 1 - Lessons 1, 2, Unit 2 - Lesson 4
Americana Articles, Book 2 Unit 1
Amnesty, Book 2 Units 1, 2, 4
Antonio
At Home In Two Lands Unit 5
Basic Composition For ESL Unit 2
Begin In English "Rosa Parks Goes to Jail"

RESOURCES continued:
Beyond The Beginning #8
Biographical Stories
Brighter Tomorrows
Can We Talk? Units 13, 17
Can't Stop Talking Units 3, 4, 8, 13, 15, 20, 22, 30
Choices: Families and Schools # 11
Choices: It's Your Right # 4 - 6, 8, 10 - 12
Expedition Into English: Reading, Book 1 Unit 12
Express Yourself Chapters 4, 9, 10
Expressions: Stories And Poems Unit 2
Expressways, Book 2 Chapter 16, 18
Far From Home Unit 4
Forms And Messages Unit 6
Grammar In Action, Book 2 Units 17, 22
Grammar In Action, Book 3 Units 6, 7, 19
Great American Stories, Book I "An Occurrence at Owl Creek Bridge"
Here To Stay In The U.S.A. Unit 11
Hispanic Stories
Hispanics In U.S. History Through 1865
In Contact, Book 1 Unit 10
In The Know, Book 3 #11
Interactions, Book 2: Listening and Speaking Chapters 11, 12
Introduction To Academic Writing Chapters 6, 7, 9
Julio
Larger Than Life
Listen To Me # 10
Look Who's Talking p. 2, 103
More Than A Job p. 33 - 73
Mrs. Lau
No Cold Water Either Chapters 11, 14, 15
Notion By Notion Unit 21
Now Hear This # 3, 22
Personal Expressions Chapter 4
Picture Stories For Beginning Communication Unit 3
Preposition Practice # 8
React- Interact # 4, 5, 16, 23, 26, 27
Real Life English, Book 4 Unit 3
Remembering, Book 1 p. 39 - 45
Remembering, Book 2 p. 24 - 29, 48 -51
Six Stories For Acting "The Cop and the Anthem"
Stories To Tell Our Children Unit 14
Take It Easy Chapter10
Taking Off! Units 7, 8
The Ability To Risk Unit 12
The Non-Stop Discussion Book Units 6, 14, 24
Valentina
Variations Chapter 4
Viewpoints: Nonfiction Selections Units 4, 6
What's In A Word? Units 7, 12
Winners: Nobel Prize
Words More Words "In Business"
Write From The Start p. 27, 52 - 53, 84, 97, 108 - 109, 116
Write Soon! Chapter 7
Write To The Point Chapters 5, 8

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ____________________

Level: _____ **Unit:** ________________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

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Suggested Techniques:

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Suggested Materials:

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1993 ELM Branches Out! Tutor Guide Sheet

Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL SIX - MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

PER 17*	Describe self and members of immediate and extended family, giving specific details about background.

HOUSING - MELT COMPETENCIES:

HOU 26*	Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")
HOU 27	State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

RECREATION - MELT COMPETENCIES:

CMS 24	Obtain information about local public recreational facilities and entertainment from pre-recorded messages.

ENVIRONMENT - MELT COMPETENCIES:

CMS 26	Read information about education, health, and other community services in a community newsletter.

HEALTH - MELT COMPETENCIES:

CMS 27	Accompany and assist a person at a clinic or in an emergency room.
EOJ 35	Read and fill out health insurance forms with the use of bilingual reference materials.
HE 38	Fill out a standard medical history form with assistance.
HE 39	Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)
HE 40	Read routine clinic notice/reminders --- hours, payment requirements, policies concerning canceled appointments.

SHOPPING - MELT COMPETENCIES:

SHO 28	Read food labels and follow directions for preparing food.

MONEY / BANKING - MELT COMPETENCIES:

EOJ 37	Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")
MON 9	Write information related to personal income on forms, such as employment and training applications.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 14	Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")
TRA 16	Fill out a state driver's license application.
TRA 17	Ask for information in order to purchase a used car. ("What's the mileage?")
TRA 18	Answer a police officer's questions regarding a car accident or traffic violation. (How fast were you going? - "55")

ELM BRANCHES OUT! - LEVEL SIX - MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________

OCCUPATIONS - MELT COMPETENCIES:

CLA 18* Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." - What? - "There is a box in the hall. Take it to the office.")
EFJ 27* Make a follow-up call about a job application. ("Did the manager review my application?")
EFJ 28* Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" - Yes, we do. - "What jobs are available?")
EFJ 29 Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
EFJ 30* Write a basic resume with assistance.
EOJ 29* Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
EOJ 30 Read a simple work memo, asking for assistance if necessary.
EOJ 31 Fill out accident report forms with assistance.
EOJ 32 Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
EOJ 33 Read own employment reviews, including explanations of promotion or probation.
EOJ 34 Read most simplified on-the-job audio-visual training materials for entry-level jobs.
EOJ 36 Read basic non-technical personnel policies and benefit documents with assistance, if needed.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 23* Assist others in reporting an emergency with limited translation as necessary.
CMS 25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
CMS 26 Read information about education, health, and other community services in a community newsletter.
TEL 15 Use the yellow pages of the telephone book to find specific types of businesses, products, and services.
TEL 16 Make and receive collect and person-to-person, operator-assisted calls.

CURRENT EVENTS - MELT COMPETENCIES:

PER 17* Describe self and members of immediate and extended family, giving specific details about background.
EOJ 29* Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
CMS 25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
CMS 26 Read information about education, health, and other community services in a community newsletter.

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Six

Name: ____________________________________

Adjectives

___ Adjectives followed by infinitives (I'm sorry to hear the news.) *

Adverbs

___ Participial (Listening to music, I drove to New York.) *

Embedded Questions

___ (Do you know where he is? Do you know if he is here?) **

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Would rather (preference - I'd rather not say.) **
___ Ought to (advice - You ought to give up coffee.) **
___ Must (inference - It must be 5:00 already.)*
___ Perfect modals (might have, should have, would have, could have - You should have signed in.)*

Reported Speech and Punctuation

___ Statement (He told her that she should take medicine.)**
___ Imperatives (He told me to stop smoking.)**
___ Questions (He asked me what my name was.)*
___ Yes / No questions (He asked if I was sick.)*

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Present perfect***
___ Past continuous***
___ Present perfect continuous *
___ Past perfect*
___ Past perfect continuous*
___ Future perfect*
___ Future perfect continuous*

Subordinate Clauses

___ Of time (before, after, when, while, until - He watched while they worked.)***
___ Relative (who, which, that)**
___ Of cause (because, so, since, as, so long as - I was sick so I stayed home. I stayed home because I was sick.)**
___ Of place (I know where they live.)**
___ Of condition (unless it's cold, if it isn't late)* whether or not, provided that, in case...
___ Of opposition --- although, while, whereas

Comparisons (Nouns)

___ As...as (as cheap as)**

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Six

Name: ____________________________________

Conjunctions and Punctuation

____ Neither ... nor*
____ Either ... or (either Paco or Ana) **
____ Causal so, for, such...that, so...that
____ Opposition - yet...still, but...anyway
____ Condition --- or else
____ Not only...but also

Verb Tenses

____ Conditional present (real - If it rains, I won't go.) **
____ Conditional hope (I hope John will come.)
____ Passive (present - My homework is done.)**
____ Passive (past - My homework was done.)**
____ Passive (present continuous - My homework is being done.)**
____ Conditional (unreal - If I were you...)*
____ Condition - wish (I wish I were a millionaire.)
____ Subjunctive in noun clauses (I suggested that she see a doctor / a doctor be consulted.)
____ Conditional (past unreal - If I had been home...)*
____ Wish + verb form (similar to conditional)
____ Passive with casual "have, make, get" (Have him call me. That makes me cry. Get her to do this.)

Word Order and Patterns

____ Verb + object + infinitive (He wanted water to drink.)**
____ Verb + verb-ing (She enjoyed going to work.)**

Other Grammatical Points

____ Infinitives of purpose (He went to buy bread.)*
____ Stative verbs (no progressive form --- I see the car. He knows the answer.)*
____ Conditional statements --- only if, unless, even if, even though, whether or not

MELT COMPETENCIES:
PER 17* Describe self and members of immediate and extended family, giving specific details about background.

VOCABULARY:
widow, orphan, adopted, foster-, guardian, step-, half-, divorce, alimony, child support. . .

LISTENING:
Create list of questions on family and homelife for students to survey peers, listen to classmates' speeches describing their families and ask questions for clarification or further information

SPEAKING:
Draw family trees and use as visual props for student speeches describing their families, the most important person in their family, and a family memory they value. Draw chart of family members designating ages, occupations, responsibilities within the family or household. Group discusses results of survey on family lifestyles and visualizes responses on a graph or chart. Discuss adoption, choosing a spouse, retirement, orphan rights, child rights, divorce, remarriage... Draw and explain a personal lifeline marked with significant events and experiences.

READING:
Read newspaper advice columns on family issues, mini-biographies or memoirs, poetry and songs describing families or family members. Read group problem-solving scenarios related to family and lifestyle issues.

WRITING:
Write letters of advice in response to queries in the newspaper and classmates' requests for advice on family issues. Write an autobiographical sketch. Write a descriptive paragraph, haiku, or poem about a special family member or a favorite childhood memory.

FUNCTIONAL SKILLS:
Describe self and family members in terms of individuality and group identity.
Give details on personal background.

COMMUNITY SKILLS:
Offer family background information as required in formal business situations as well as social situations.

RESOURCES:
A Conversation Book, Book 1 Unit 2
A Conversation Book, Book 2 Unit 2
A Festival Of Folktales "Little Havroshechka", "The Lesson", "Charan", "Canyon of Sorrows"
Academically Speaking Chapters 1, 2, 4
Americana Articles, Book 1 Unit 5 - Lesson 1
At Home In Two Lands Unit 1 - Lesson 2, Unit 3 - Lessons 7, 9, Unit 6 - Lessons 17, 18
Basic Composition For ESL Unit 4
Begin In English "A Present for Peter", "A Mother and a Mother-in-law", "Maybe Some Parrots Need to Speak Better English"
Beyond The Beginning #7, 8
Can't Stop Talking Units 14, 26, 28
Chatterbox Unit 9
Choices: Families and Schools #3, 10
Choices: It's Your Right #3
Composition Practice, Book 1 Units 2, 7
Crossroads, Book 4 Unit 1
Cultural Awareness Teaching Techniques p. 15 -17, 30 - 32
English For Adult Competency, Book 1 Chapter 1
Expedition Into English: Listening/Speaking, Book 1 Unit 3

RESOURCES continued:
Expedition Into English: Reading, Book 1 Unit 3
Express Yourself Chapters 1, 3, 4, 6, 7, 10
Expressions: Stories And Poems Units 1, 2, 3
Games And Butterflies p. 11
Grammar In Action, Book 3 Units 15, 16
Idea Exchange , Book 1 Unit 2
In Contact, Book 1 Unit 3
In The Know, Book 2 #17
In The Know, Book 3 # 12
Interactions 2: Listening and Speaking Chapter 5
Intercom 2000, Book 3 Unit 10
Intercom 2000, Book 4 Unit 8
Introduction To Academic Writing Chapters 1, 2, 5, 10
Jazz Chants p. 69, 79
Listen To Me # 11, 12
Look Who's Talking p. 58, 99 -100
No Hot Water Tonight Chapter 25
Now Hear This # 12
Personal Expressions Chapters 2, 4
Picture Stories For Beginning Communication Unit 5
React - Interact #3, 10, 11, 12, 20, 25
Remembering Book 1
Remembering Book 2
Second Steps In Reading And Writing Lesson 23
Settling In Lesson 23
Side By Side, Book 3 Chapters 5, 6
Spaghetti Again?
Spaghetti Forever
Speaking Up At Work Unit 3 - Section 1
Stories To Tell Our Children Units 1, 2, 6, 7
Take It Easy Chapters 1, 5, 7
The Ability To Risk Unit 3
The Non-Stop Discussion Book Units 3, 12, 15
Timeless Tales: Myths "Oedipus and the Riddle of the Sphinx"
Viewpoints: Nonfiction Selections Units 2, 5
Vistas, Book 2 Unit 2
Write From The Start p. 4, 14 -15, 28 - 29, 31, 35, 68, 76, 81 - 82, 87, 95 - 96, 103, 110-111
Write Soon! Chapters 1, 4
Write To The Point Chapters 3, 6
Writing Workout Unit 3, Activity Bank- p. 110, 115, 116, 120

MELT COMPETENCIES:

HOU 26* Ask about and describe landlord/tenant responsibilities. ("The landlord has to pay for the gas.")
HOU 27 State needs and ask specific questions about housing or a rental agreement by telephone. ("Is the rental agreement for one year or two years?")

VOCABULARY:

two-story, bi-level, row home, ranch, Cape Cod, colonial, farmhouse, duplex, studio apartment, town house, kitchenette, walk-in closet, basement, attic, private entrance...

LISTENING:

Practice recording students' roleplays of phone calls to a landlord or rental agency. Host a guest speaker from the housing authority, homeless shelter, or a real estate agency to address landlord/tenant relationships, and availability of housing locally. Tour a local homeless shelter. View and discuss the video "The Money Pit".

SPEAKING:

Students roleplay conversations with a landlord or realtor. Brainstorm questions to ask in looking for housing. As a group, tour a model home or apartment advertised for rent. Allow students to pose questions as a potential customer or client. Discuss issues of homelessness and affordable housing. View and discuss the video "The Money Pit".

READING:

Read newspaper housing ads, real estate brochures, publications of the housing authority or coalitions for affordable housing such as "Habitat For Humanity". Read articles on homelessness and affordable housing. Read sample business letters on real estate and housing issues.

WRITING:

Write newspaper ads describing homes students would like to have. Write letters of inquiry to landlords or realtors describing students' own housing needs. Write stories of students' own moving or rental experiences.

FUNCTIONAL SKILLS:

Identify responsibilities of tenants and landlords.
Initiate search for housing by identifying housing needs and communicating with housing providers face-to-face and over the telephone.

COMMUNITY SKILLS:

Identify community housing providers, communicate housing needs and seek to have them met.
Understand reasonable expectations in housing agreements.

RESOURCES:

A Conversation Book, Book 2	Unit 3
A Festival Of Folktales	"The Girl Who Changed into a Kangaroo"
Academically Speaking	Chapters 3-5
All Talk	Unit 2
Basic Composition For ESL	Unit 4
Begin In English	"The Rabbi and the Shoemaker", "My Lucky Apartment"
Can't Stop Talking	Unit 17
Crossroads, Book 4	Unit 7
English For Adult Competency, Book 1	Chapter 5
English For Adult Competency, Book 2	Chapter 5
Everyday Consumer English	Units 6, 7
Expressways, Book 2	Chapters 4, 16
Forms And Messages	Units 3, 6
Grammar In Action, Book 3	Unit 8
Idea Exchange , Book 1	Unit 8
In The Know, Book 4	#19

RESOURCES continued:

Introduction To Academic Writing Chapters 2, 7
Notion By Notion Unit 19
Personal Expressions Chapter 5 - Lesson 1
Preposition Practice #1, 5
Real Life English, Book 4 Unit 4
Remembering, Book 2 p. 12-14
Settling In Lesson 13
Side By Side, Book 1 Chapter 7
Side By Side, Book 4 Chapters 1, 3
Speaking Of Pictures, Book 2 "Speaking of Renting an Apartment"
Speaking Of Survival "Housing"
Stories To Tell Our Children Unit 5
Take It Easy Chapter 3
The Right Stuff About Renting
Write From The Start p. 100, 102, 122, 126-127
Write To The Point
Video "The Money Pit"

MELT COMPETENCIES:

CMS 24 Obtain information about local public recreational facilities and entertainment from pre-recorded messages.

VOCABULARY:

go out, eat out, drop by, drop over, surprise party, regrets only, reception, TV- channel, cable, VCR, videocassette, movie ratings, cartoons, sitcoms; Radio- DJ, call-in show, top 10; Music- easy listening, jazz, country, pop, classical, cassettes, CD; sports vocabulary- games and equipment

LISTENING:

Practice with taped messages from radio, TV, and telephone answering machines. Students take turns being the class secretary for brainstorming and planning discussions.

SPEAKING:

Have an "Idea Blizzard" to brainstorm local inexpensive entertainment options and plan a class calendar of optional group outings. Students call to verify information on times, group rates, costs, etc. Students design a publicity campaign for a local recreational event geared to a particular audience. Students can assume roles of town council members in order to further discuss and evaluate the plan.

READING:

Read samples of promotional material on local recreational facilities and events. Read newspaper reports and ads on local events. Read essays or articles on cultural events, social events, and customs.

WRITING:

Students design posters, write ads and promotional scripts for TV and radio publicity for a local event. Students write newspaper reports on a local activity or recreational opportunity.

FUNCTIONAL SKILLS:

Know what information to anticipate and obtain information on local recreational opportunities from recorded messages.

COMMUNITY SKILLS:

Discuss entertainment in the local area, learning how to offer input into the local planning process.

RESOURCES:

A Conversation Book, Book 1 Unit 9
A Conversation Book, Book 2 Unit 8
All Talk Units 1, 5
Basic Composition For ESL Unit 5
Can't Stop Talking Units 7, 12
Composition Practice, Book 1 Unit 8
Discussions That Work p.108-110 "Publicity Campaigns"
English For Adult Competency, Book 2 Chapter 8
Express Yourself Chapters 6, 8 -10
Grammar In Action, Book 3 Unit 14
Idea Exchange, Book 1 Units 4, 7
In The Know, Book 4 #13
Interactions 2: Listening and Speaking Chapter 8
Introduction To Academic Writing Chapters 2, 3
Look Who's Talking p. 53, 98, 102 "Idea Blizzard"
Personal Expressions Chapter 2
Picture Stories For Beginning Communication Unit 14
Preposition Practice # 9, 15-25
Real Conversations Unit 6
Real To Reel Unit 23

RESOURCES continued:

Remembering Book 2 p. 56 - 59
Signs And Labels Units 3, 6
Stories To Tell Our Children Unit 3
The Non-Stop Discussion Book Unit 4
The Writing Challenge Unit 4
Winners: Hall Of Fame
Winners: Olympic Games
Write From The Start p. 54 - 55, 73, 89, 105, 131 - 132
Write To The Point Chapter 3
Audiocassettes - Recordings from answering machines, radio, television about entertainment opportunities.

MELT COMPETENCIES:
CMS 26 Read information about education, health, and other community services in a community newsletter.

VOCABULARY:
hazardous, oil spill, disposal, solid wastes, pesticides, fertilizers, chemicals, recycle, solar power, ecology, natural resources, nuclear power, toxic waste, sewage treatment, incineration, dumping, erosion, drainage, ground water, endangered species, chilly, brisk, mild, hazy, gusty, unseasonably warm/cold, drizzle, wind chill factor, sleet, slush...

LISTENING:
Listen to tapes of TV and radio weather reports. View Weather Channel segments on pollution, climates, natural disasters, gardening, and geography - related issues. View or listen to news stories on specific pollution problems. Tour a recycling or sewage treatment facility. Attend a town meeting on an environmental issue.

SPEAKING:
In teams, students create own weather reports, presenting them to the class while using a weather map. Other teams can respond by identifying the season and appropriate attire or activities for the weather. Students present persuasive speeches on the environmental issue they have researched, eliciting involvement from others to implement change.

READING:
Students will read simple news articles on local pollution problems and research local ordinances related to a chosen issue.

WRITING:
Each student will write an editorial letter for the local newspaper regarding a chosen environmental concern.

FUNCTIONAL SKILLS:
Demonstrate awareness of causes, ramifications, and possible solutions.
Identify community efforts to combat pollution and conserve resources.
Identify environmental hazards, particularly pollution threats.

COMMUNITY SKILLS:
Voice concerns for community hazards in constructive ways and identify how to be part of the problem - solving process.

RESOURCES:

A Conversation Book, Book 2	Units 3, 8
Academically Speaking	Chapter 7
All Talk	Unit 6
Can We Talk?	Unit 14
Can't Stop Talking	Unit 30
Express Yourself	Chapters 4, 5, 9
Facts And Figures	Units 1 - 4
In The Know, Book 3	# 19, 20
In The Know, Book 4	# 5, 7
Intercom 2000, Book 3	Unit 14
Intercom 2000, Book 4	Unit 4
Introduction To Academic Writing	Chapters 6, 9
Maps, Globes, And Graphs	#7
React - Interact	# 15, 26
Real Life English, Book 4	Unit 4
The Ability To Risk	Unit 4
Timeless Tales: Folktales	"Making Rain"

RESOURCES continued:

Timeless Tales: Myths "Midas and the Golden Touch"
Write To The Point Chapter 5
Audiocassettes: Recordings of radio weather reports
CAI: Crosswords
CAI: Word Search
Videos: Weather Channel segments, television weather reports

MELT COMPETENCIES:

CMS 27 Accompany and assist a person at a clinic or in an emergency room.
EOJ 35 Read and fill out health insurance forms with the use of bilingual reference materials.
HE 38 Fill out a standard medical history form with assistance.
HE 39 Read about and describe some possible side effects of medication. (DROWSINESS MAY RESULT.)
HE 40 Read routine clinic notice/reminders --- hours, payment requirements, policies concerning canceled appointments.

VOCABULARY:

drowsiness, high blood pressure, external use, topical, swelling, irritation, infection, excitability, dizziness, nervousness, diarrhea, fever, persist, discontinue, consult, dilute, swallow, ingestion, secretion, overdose, abrasions, rash, headache, nausea, vomiting, cough...

LISTENING:

Visit a clinic or hospital emergency room or pharmacy. Host a panel discussion of health care professionals-doctor, nurse, dentist, pharmacist, etc. Ask questions regarding the cost, ethics, insurance, available treatments, etc. of modern health care.

SPEAKING:

Brainstorm questions to ask health care professionals. Pose questions and enter into discussion with panel of health care professionals. Roleplay interviews to complete forms for health care.

READING:

Read medicine bottle labels and prescriptions. Read simple medical report summaries and articles on various drugs and their side effects. Read clinic flyers, letters, appointment cards, medical insurance forms.

WRITING:

Complete medical forms for a clinic or hospital visit. Write a summary of the main points covered in the panel discussion, offering a personal opinion on at least one controversial issue.

FUNCTIONAL SKILLS:

Communicate with health professionals in routine patterns.
Complete appropriate forms for personal medical care.

COMMUNITY SKILLS:

Communicate with health professionals on questions of concern.
Know how to help others to obtain needed medical care.

RESOURCES:

A Conversation Book, Book 2 Unit 6
Academically Speaking Chapters 1, 8
Can We Talk? Unit 15
Crossroads, Book 3 Unit 5
English For Adult Competency, Book 1 Chapter 3
English For Adult Competency, Book 2 Chapter 3
Expedition Into English: Listening and Speaking, Book 1 Unit 11
Expedition Into English: Reading, Book 1 Unit 11
Expedition Into English: Writing, Book 1 Unit 11
Express Yourself Chapters 2, 5, 6, 9,10
Expressways, Book 2 Chapter 6
Far From Home Unit 2 - Lesson 5
Fast Track, Book 2A Unit 6
Grammar In Action, Book 3 Units 3,15
Help! First Steps To First Aid
Idea Exchange, Book 1 Unit 8

RESOURCES continued:

In The Know, Book 4 #11
Introduction To Academic Writing Chapters 2, 3
Jazz Chants p. 35
Listen To Me! #19
No Hot Water Tonight Chapter 23
Personal Expressions Chapter 4 - Lesson 2
Picture Stories For Beginning Communication Units 1, 8
React - Interact # 13
Real Life English, Book 3 Unit 8
Real Life English, Book 4 Unit 8
Real To Reel Unit 26
Remembering, Book 2 p. 52 - 55
Second Steps In Reading And Writing Lesson 25
Settling In Lessons 17, 18
Signs And Labels Unit 5
Speaking Of Survival "The Hospital Emergency Room"
Speaking Up At Work Unit 8 - Section 3
Timeless Tales: Myths "Midas and the Golden Touch"
You Can Give First Aid
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:
SHO 28 Read food labels and follow directions for preparing food.

VOCABULARY:
grocery store, supermarket, deli, imported food, co-op, farmers' market, produce, in bulk, in season, generic/no-name brands, brand name, expiration date, preservatives, sodium, fat, chemical additives, cholesterol, artificial, colors, flavors, nutrition, coupons, canned goods, dry goods, freeze dried, dehydrated, frozen, junk food, microwave, heat, boil, fry, saute, chop, slice, rinse,soak, bake, broil, steam. . .

LISTENING:
View and discuss video tapes of television cooking programs. Listen to tapes of radio cooking programs. Using props have students demonstrate how to make their favorite food while others imitate and then write the steps. Host a guest speaker on nutrition, menu planning, and smart shopping from the Penn State Extension Service or a local food co-op.

SPEAKING:
In pairs or teams, students ask for and locate information and items in a supermarket in a "Scavenger Hunt" style competition. Students take turns describing how to make their favorite foods step-by-step. Using real food containers, roleplay purchases at a grocery store, "buying items" within a budget limit and using applicable coupons.

READING:
Read food labels, recipes, articles on nutrition, meal planning, and food storage tips. Read simple cookbooks.

WRITING:
Write down steps for preparing own favorite food in recipe fashion. Create a class cookbook or a book of shopping and cooking tips (ie. put oil in the cooking water to keep pasta from sticking). Write a paragraph about a funny cooking experience or how students learned to cook.

FUNCTIONAL SKILLS:
Read as necessary for basic food shopping and preparation, enhancing personal nutrition and budgeting.

COMMUNITY SKILLS:
Demonstrate awareness of places to purchase food, and resources for learning other food preparation skills.

RESOURCES:
A Conversation Book, Book 1 Chapter 5
A Conversation Book, Book 2 Chapters 6, 7
Academically Speaking Chapters 5, 6
Americana Articles, Book 2 Unit 4 - Lesson 5
Basic Composition For ESL Unit 5
Begin In English "Stone Soup"
Can't Stop Talking Unit 16
Chatterbox Unit 3
Composition Practice, Book 1 Unit 3
Countdown! Taking Off Into Content Reading Chapter 5
Crossroads, Book 4 Unit 6
English For Adult Competency, Book 1 Chapter 2
English For Adult Competency, Book 2 Chapter 2
Everyday Consumer English Units 4, 5
Expedition Into English: Listening and Speaking, Book 1 Unit 8
Expedition Into English: Reading, Book 1 Unit 8
Expedition Into English: Writing, Book 1 Unit 8
Exploring Homelands Session 5
Express Yourself Chapters 1, 3

RESOURCES continued:

Expressways, Book 2 Chapter 4
Facts And Figures Unit 4
In Contact, Book 1 Unit 5
Intercom 2000, Book 1 Unit 9
Introduction To Academic Writing Chapter 2
Listen To Me # 6
Moving On Units 1,3
Notion By Notion Unit 15
Personal Expressions Chapter 2- Lesson 2
Real Life English, Book 3 Unit 5
Real Life English, Book 4 Unit 5
Real To Reel Unit 11
Shifting Gears, Book 2 Lesson 30
Side By Side, Book 2 Chapter 3
Speaking Of Survival "Shopping for Food"
Timeless Tales: Folktales "Stone Soup"
Variations Chapters 10, 13-15
Words More Words "At Home"
Write From The Start p. 62 - 63, 101
Writing Workout Unit 2
Videos - Television Cooking Program segments

MELT COMPETENCIES:
EOJ 37 Ask about regular paycheck deductions and question irregularities. ("Why is my FICA deduction more this month?")
MON 9 Write information related to personal income on forms, such as employment and training applications.

VOCABULARY:
net pay, gross pay/earnings, FICA, UC, union dues, contributions, special deductions, social security, unemployment compensation, occupational privilege tax, city/state/federal withholding, medical, wages, salary, hourly rate, check stub, direct deposit

LISTENING:
Visit a payroll office interviewing the payroll accountant on types of deductions, amounts, changes in the recent past, trends for the future. Listen to a demonstration of how to read a payroll stub and explain to partner.

SPEAKING:
Brainstorm questions to ask a payroll accountant. Roleplay conversations with a payroll clerk concerning problems with a pay check. Students pose questions in interview of payroll accountant.

READING:
Read personnel manual sections explaining payroll deductions. Read paychecks and paystubs.

WRITING:
List types of deductions and services received for them. Write questions to ask payroll accountant. Take notes on accountant's responses and summarize in a paragraph. Fill out applications for employment, educational or training programs.

FUNCTIONAL SKILLS:
Know how to keep track of personal income, questioning irregularities in payroll checks.
Accurately report income for application forms as necessary.

COMMUNITY SKILLS:
Manage personal income records, producing information or requesting information as appropriate.

RESOURCES:
A Conversation Book, Book 1 Chapter 7
A Conversation Book, Book 2 Chapter 4
Academically Speaking Chapter 1
Choices: It's Your Right #9
Crossroads, Book 3 Unit 8
English For Adult Competency, Book 1 Chapter 7
Expressways, Book 2 Chapter 8
Forms And Messages Unit 4
How To Get A Job And Keep It Unit 6
On Your Way Unit 12
Second Steps In Reading And Writing Lesson 40
Speaking Up At Work Unit 3 - Section 3, Unit 6 - Section 3, Unit 10 - Section 3
Working In English, Book 2 Chapter 5
Write From The Start p. 83 "The Note in the Bottle"

ELM Branches Out! - Level 6 - Directions / Transportation

MELT COMPETENCIES:

DIR 14 Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")

TRA 16 Fill out a state driver's license application.

TRA 17 Ask for information in order to purchase a used car. ("What's the mileage?")

TRA 18 Answer a police officer's questions regarding a car accident or traffic violation. (How fast were you going? - "55")

VOCABULARY:

purchase, lease, rental, mileage, condition, transmission (automatic, manual/standard), cylinder, horsepower, previous owner, best offer, power steering/brakes, front wheel drive, four wheel drive, warranty, service contract, car parts, witness, cause, impact, fault, weather conditions, road conditions, intersection, yield, traffic light, right of way, insurance, driver's license, owner's card/auto registration, insurance provider, damage, injury collision, accident, wreck, crash, fender bender, totalled, pull over, speeding, went through a red light/stop sign, failed to ... , "Do you know why I stopped you?", sir/ma'am, officer

LISTENING:

Follow step-by-step instructions to complete a driver's license application. Host a guest speaker (auto salesman, police officer, or a representative from American Automobile Association) to discuss how to purchase a used car or how to handle a car accident. Watch and discuss the video "Planes, Trains, and Automobiles".

SPEAKING:

Roleplay conversations with someone selling a used car. Roleplay conversations with a police officer at the scene of an accident or upon being stopped for a traffic violation. Brainstorm questions to ask guest speaker. Students pose questions to speaker and enter into discussion. Student volunteer acts as a moderator of question/answer session. Take a fieldtrip to auto sales lot. Students pose their questions.

READING:

Read state driver's license manual and lists of traffic laws. Read newspaper ads for used cars. Read Consumer Reports on used cars. Read newspaper reports of traffic accidents.

WRITING:

Complete driver's license application. Students write list of guest speaker's main points and what they learned from the discussion. Students draw map and write verbal directions to home or auto sales lot from the classroom.

FUNCTIONAL SKILLS:

Demonstrate knowledge of how to complete driver's license application form.

COMMUNITY SKILLS:

Respond appropriately to questions from a police officer regarding traffic violation or accident.
Inquire about background of used car in order to make purchase.
Demonstrate ability to direct others using a map.

RESOURCES:

A Conversation Book, Book 1 Chapter 6
A Conversation Book, Book 2 Chapter 5
Academically Speaking Chapter 5
Basic Adult Survival English Chapter 4
Basic Composition For ESL Unit 2
Can We Talk? Unit 18
Can't Stop Talking Units 9, 18
Choices: It's Your Right #1
"Consumer Reports"
Crossroads, Book 4 Unit 4

RESOURCES continued:
English For Adult Competency, Book 2 Chapter 4
Expedition Into English: Writing, Book 1 Unit 11
Expressions: Stories And Poems Units 2, 3
Expressways, Book 2 Chapters 6, 7, 14
Facts And Sources Unit 3
Far From Home Unit 2 - Lesson 6; Unit 5 - Lesson 14
Grammar In Action, Book 2 Unit 14
Grammar In Action, Book 3 Units 7, 10
Interactions 2: Listening and Speaking Chapter 6
Intercom 2000, Book 4 Unit 2
Lifelines, Book 4 # 4, 13
Listening Tasks # 13, 17
Maps, Globes, And Graphs #4
May I Help You? Chapter 2
Notion By Notion Unit 23
On Speaking Terms Unit 8
Picture Stories For Beginning Communication Units 2, 14
Preposition Practice # 1 - 8, 12
React- Interact #23
Real Life English, Book 3 Unit 10, Appendix
Real Life English, Book 4 Unit 10, Appendix
Real To Reel Unit 24
Side By Side, Book 1 Chapter 13
Side By Side, Book 2 Chapter 9
Side By Side, Book 4 Chapter 3
Signs And Labels Units 1, 2, 4
Speaking Of Survival "Transportation"
Speaking of Pictures, Book 3 "Speaking of a Driver's License"
Stories To Tell Our Children Unit 12
Take It Easy Chapter 8
Taking Off Unit 5
The Ability To Risk Unit 6
Time And Space Chapters 2, 3
Vistas, Book 2 Units 4, 9
Whaddaya Say? p. 62 - 64
What's In A Word? Unit 3
Words More Words "On the Road"
Working In English, Book 2 Chapters 6, 7, 12, 14
Write From The Start p. 124
Video: "Planes, Trains, and Automobiles"

MELT COMPETENCIES:

DIR 14 Give specific instructions in person to a place which is marked clearly on a map. ("Go north three blocks. Turn right on 10th Street. The Post Office is on the left.")
TRA 16 Fill out a state driver's license application.
TRA 17 Ask for information in order to purchase a used car. ("What's the mileage?")
TRA 18 Answer a police officer's questions regarding a car accident or traffic violation. (How fast were you going? - "55")

VOCABULARY:

purchase, lease, rental, mileage, condition, transmission (automatic, manual/standard), cylinder, horsepower, previous owner, best offer, power steering/brakes, front wheel drive, four wheel drive, warranty, service contract, car parts, witness, cause, impact, fault, weather conditions, road conditions, intersection, yield, traffic light, right of way, insurance, driver's license, owner's card/auto registration, insurance provider, damage, injury collision, accident, wreck, crash, fender bender, totalled, pull over, speeding, went through a red light/stop sign, failed to ... , "Do you know why I stopped you?", sir/ma'am, officer

LISTENING:

Follow step-by-step instructions to complete a driver's license application. Host a guest speaker (auto salesman, police officer, or a representative from American Automobile Association) to discuss how to purchase a used car or how to handle a car accident. Watch and discuss the video "Planes, Trains, and Automobiles".

SPEAKING:

Roleplay conversations with someone selling a used car. Roleplay conversations with a police officer at the scene of an accident or upon being stopped for a traffic violation. Brainstorm questions to ask guest speaker. Students pose questions to speaker and enter into discussion. Student volunteer acts as a moderator of question/answer session. Take a fieldtrip to auto sales lot. Students pose their questions.

READING:

Read state driver's license manual and lists of traffic laws. Read newspaper ads for used cars. Read Consumer Reports on used cars. Read newspaper reports of traffic accidents.

WRITING:

Complete driver's license application. Students write list of guest speaker's main points and what they learned from the discussion. Students draw map and write verbal directions to home or auto sales lot from the classroom.

FUNCTIONAL SKILLS:

Demonstrate knowledge of how to complete driver's license application form.

COMMUNITY SKILLS:

Respond appropriately to questions from a police officer regarding traffic violation or accident.
Inquire about background of used car in order to make purchase.
Demonstrate ability to direct others using a map.

RESOURCES:

A Conversation Book, Book 1 Chapter 6
A Conversation Book, Book 2 Chapter 5
Academically Speaking Chapter 5
Basic Adult Survival English Chapter 4
Basic Composition For ESL Unit 2
Can We Talk? Unit 18
Can't Stop Talking Units 9, 18
Choices: It's Your Right #1
"Consumer Reports"
Crossroads, Book 4 Unit 4

RESOURCES continued:
English For Adult Competency, Book 2 Chapter 4
Expedition Into English: Writing, Book 1 Unit 11
Expressions: Stories And Poems Units 2, 3
Expressways, Book 2 Chapters 6, 7, 14
Facts And Sources Unit 3
Far From Home Unit 2 - Lesson 6; Unit 5 - Lesson 14
Grammar In Action, Book 2 Unit 14
Grammar In Action, Book 3 Units 7, 10
Interactions 2: Listening and Speaking Chapter 6
Intercom 2000, Book 4 Unit 2
Lifelines, Book 4 # 4, 13
Listening Tasks # 13, 17
Maps, Globes, And Graphs #4
May I Help You? Chapter 2
Notion By Notion Unit 23
On Speaking Terms Unit 8
Picture Stories For Beginning Communication Units 2, 14
Preposition Practice # 1 - 8, 12
React- Interact #23
Real Life English, Book 3 Unit 10, Appendix
Real Life English, Book 4 Unit 10, Appendix
Real To Reel Unit 24
Side By Side, Book 1 Chapter 13
Side By Side, Book 2 Chapter 9
Side By Side, Book 4 Chapter 3
Signs And Labels Units 1, 2, 4
Speaking Of Survival "Transportation"
Speaking of Pictures, Book 3 "Speaking of a Driver's License"
Stories To Tell Our Children Unit 12
Take It Easy Chapter 8
Taking Off Unit 5
The Ability To Risk Unit 6
Time And Space Chapters 2, 3
Vistas, Book 2 Units 4, 9
Whaddaya Say? p. 62 - 64
What's In A Word? Unit 3
Words More Words "On the Road"
Working In English, Book 2 Chapters 6, 7, 12, 14
Write From The Start p. 124
Video: "Planes, Trains, and Automobiles"

MELT COMPETENCIES:

CLA 18* Respond to a listener's need for clarification of own speech by rephrasing. ("Take the box in the hall to the office." - What? - "There is a box in the hall. Take it to the office.")
EFJ 27* Make a follow-up call about a job application. ("Did the manager review my application?")
EFJ 28* Use a telephone to inquire about advertised and unadvertised job openings for an interview. ("Do you have any job openings?" - Yes, we do. - "What jobs are available?")
EFJ 29 Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")
EFJ 30* Write a basic resume with assistance.
EOJ 29* Report and describe the nature of problems on the job. ("The stairs are dangerous because they're wet.")
EOJ 30 Read a simple work memo, asking for assistance if necessary.
EOJ 31 Fill out accident report forms with assistance.
EOJ 32 Teach a routine task to a co-worker using step-by-step verbal instructions and some demonstration.
EOJ 33 Read own employment reviews, including explanations of promotion or probation.
EOJ 34 Read most simplified on-the-job audio-visual training materials for entry-level jobs.
EOJ 36 Read basic non-technical personnel policies and benefit documents with assistance, if needed.

VOCABULARY:

experience, qualifications, training, education, background, references, skills, abilities, preferences, expertise, entry-level, permanent, advancement, lay-offs, injuries, average, excellent, poor, satisfactory / unsatisfactory, previous employer, current employer/supervisor

LISTENING:

Using TPR style method, student volunteers give instructions for each step of a basic work task while other students follow. Practice roleplays of phone inquiries for job openings, and conversations with the boss about problems or promotions. View and discuss video on career search and employability skills. View and discuss the video "Gungho!"

SPEAKING:

Using TPR style method, student volunteers give instructions for each step of a basic work task while other students follow. Students choose a hobby or skill to demonstrate for the class, providing step-by-step explanation. Discuss employability skills and career search issues, followed by practice of roleplays for phone inquiries about job openings, and conversations with the boss about problems or promotions.

READING:

Read personnel manuals concerning benefits and policies. Read job training materials, work memos, sample resumes, employee review forms and reports.

WRITING:

Students create personal resumes using a variety of designs. Students write job memos concerning problems, promotions, or task instructions.

FUNCTIONAL SKILLS:

Complete and read standard written forms and materials for work-related tasks.
Use the telephone to pursue job opportunities.
Write personal resume.

COMMUNITY SKILLS:

Report problems on the job, and conduct conversations with supervisor as appropriate.
Respond to listener's need for clarification by rephrasing speech.

RESOURCES:

A "Cloze" Look At English Units 4, 7, 9
A Conversation Book, Book 2 Unit 4
Academically Speaking Chapter 6
Basic Composition For ESL Units 1, 5, 6

RESOURCES continued:

Can't Stop Talking Unit 5
Crossroads. Book 4 Units 5, 8
Discussions That Work #7 "Putting in Order - Picture Sequence", #13 "Composing Letters"
English For Adult Competency. Book 1 Chapter 7
English For Adult Competency. Book 2 Chapter 7
Expressways. Book 2 Chapters 5, 8, 14-16, 18
Fast Track. Book 2A Unit 3
Fast Track. Book 2B Unit 6
Forms And Messages Units 3, 6
Games And Butterflies p. 38, 74, 80
Grammar In Action. Book 3 Units 4, 12
How To Get A Job And Keep It Unit 7
Idea Exchange . Book I Units 3, 6
Intercom 2000. Book 2 Unit 10
Intercom 2000. Book 4 Units 10, 11
Jazz Chants p. 19, 61
Job Hunting Know How Lesson 3
Job Success Know How Lessons 1 - 4
Lifelines. Book 4 #14
Look Who's Talking p. 18, 45 - 46
More Than A Job p. 20 - 22, 33 - 73, 80 - 85
Now Hear This # 2
On Speaking Terms Unit 2
Picture Stories For Beginning Communication Units 6, 12, 13, 15
React- Interact # 17, 24, 27
Real Life English. Book 4 Unit 9
Real To Reel Unit 21
Side By Side. Book 4 Chapters 2, 9
Speaking Of Survival "Jobs"
Speaking Up At Work Unit 6 - Section 2, Unit 7- Section 3, Unit 8 - Section 3, Unit 9 - Section 2, Unit 10 - Section 2, Unit 11 - Sections 2, 3
Take It Easy Chapter 2
The Writing Challenge Unit 3
Vistas. Book 2 Unit 7
Working In English. Book 2 Chapters 3, 9, 10, 13, 15
Write From The Start p. 46
Write To The Point Chapter 4
CAI: Crosswords
CAI: Word Search

MELT COMPETENCIES:

CMS 23* Assist others in reporting an emergency with limited translation as necessary.
CMS 25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")
CMS 26 Read information about education, health, and other community services in a community newsletter.
TEL 15 Use the yellow pages of the telephone book to find specific types of businesses, products, and services.
TEL 16 Make and receive collect and person-to-person, operator-assisted calls.

VOCABULARY:

library vocabulary - reference books, fiction, nonfiction, card catalog, subject, title, author, index, juvenile, magazines, journals, due, overdue, renew, telephone vocabulary - collect, credit card, long distance service carrier, person-to-person, rotary, touch tone, reverse charges, home phone, area code, toll call, emergency vocabulary - explosion, robbery, fire, theft, shooting, mugging, rape, attack, fight, accident, drowning, poisoning, flood, ambulance, injury, bleeding, unconscious, not breathing, vomiting, convulsions, etc.

LISTENING:

Practice with tapes of operator-assisted phone calls and calls to report emergencies. Follow-up with roleplays. Visit a public library for a tour and orientation, with a Scavenger Hunt type assignment to locate certain information, books and their call numbers, or books to borrow for one's self or family. View videos of "Emergency 911" programs. Host guest speaker from the Police Department or Emergency Squad, or visit the departments, allowing students to pose questions.

SPEAKING:

Roleplay phone calls to report emergencies and operator-assisted calls. Students ask questions at local library to obtain information listed by teacher, as in a Scavenger Hunt. Students share their emergency experiences. Dramatize an emergency playing victims, rescuers, police, news reporters, etc.

READING:

Read telephone books to locate emergency numbers and to find instructions for operator-assisted phone calls. Read community newsletters, local newspapers for news of community services and emergencies. Read first aid manuals and brochures. Read stories of heroism and rescues.

WRITING:

Write lists of information to include when reporting an emergency. Compose a class list of services available in the community. Write a news report of an emergency. Students write concerning an emergency they've experienced, how it was reported, and how the problem was resolved.

FUNCTIONAL SKILLS:

Assist to report emergencies for appropriate action to be taken.
Know basic First Aid steps to take in an emergency.
Make and receive operator- assisted phone calls.

COMMUNITY SKILLS:

Demonstrate awareness of community services available.
Read community newsletter, phone book, and newspaper to locate services, businesses, and products.

RESOURCES:

A Conversation Book, Book 2 Units 1, 5, 6, 8
A Conversation Book, Book1 Units 6, 8
Academically Speaking Chapters 5, 7
All Talk Unit 9
Americana Articles, Book 2 Unit 5 - Lessons 3
Basic Adult Survival English Chapters 1, 5
Basic Composition For ESL Units 2, 6
Brighter Tomorrows "Roberto Clemente", "Jonas Salk", "Candy Lightner"
Can We Talk? Units 7, 15

RESOURCES continued:
Can't Stop Talking Units 8, 13,17, 22
Choices: Families And Schools #8
Composition Practice, Book 1 Unit 8
Crossroads, Book 4 Unit 10
English For Adult Competency, Book 1 Chapters 3, 9
English For Adult Competency, Book 2 Chapters 1, 8, 9
Expeditions Into English: Listening and Speaking, Book 1 Unit 11
Expeditions Into English: Reading, Book 1 Units 9, 11
Express Yourself Chapters 2, 5
Expressways, Book 2 Chapters 3, 6, 12, 16
Facts And Sources Units 1, 5
Fast Track, Book 2A Unit 4
Grammar In Action, Book 3 Units 6, 7
Great American Stories, Book 1 "The Telltale Heart"
Help! First Steps To First Aid
Interactions 2: Listening and Speaking Chapter 1
Introduction To Academic Writing Chapters 2, 3
Lado English Series, Book 5 Units 4, 7
Larger Than Life "Alvin York"
Lifelines, Book 4 # 8, 12, 13
Listen To Me #13, 17, 19
Look Who's Talking p. 17, 80
No Cold Water Either Chapters 2 - 4
Now Hear This #8, 9
Personal Expressions Chapter 4 - Lesson 2
Picture Stories For Beginning Communication Units 9, 15
React- Interact #23
Real Life English, Book 3 Units 2, 8
Real To Reel Units 2, 8
Second Steps In Reading And Writing Lesson 33
Side By Side, Book 4 Chapter 5
Signs And Labels Unit 3
Speaking Of Survival "Post Office and Telephone", "Fire and Robbery", "The Hospital Emergency Room"
Take It Easy Chapter 4
The Ability To Risk Unit 9
The Non-Stop Discussion Book Units 1, 17
Variations Chapter 7
Write From The Start p. 56 - 57, 104, 120 - 121, 124 - 125
Write To The Point Chapter 4
You Can Give First Aid Chapter 2

MELT COMPETENCIES:

PER 17* Describe self and members of immediate and extended family, giving specific details about background.

EOJ 29* Discuss job advancement opportunities, requirements, and procedures with supervisor or counselor. ("I'd like to apply for the position of supervisor. What are the procedures?")

CMS 25 Ask about services provided by a public library. ("Can I renew these books?"; "Can I borrow records?")

CMS 26 Read information about education, health, and other community services in a community newsletter.

VOCABULARY:

vocabulary of newspaper sections, specific current issues, relevant historical background, and aspects of federal government or pertinent policies, ie. Constitution, Bill of Rights, lobbying, political interest groups...

LISTENING:

Play "Controversy", practicing listening and restating peers' views on issues. View and discuss videos on current issues or trends such as "Witness" for cultural comparisons, "Separate But Equal" on a history of race relations, "Common Threads" on AIDS awareness or segments of TV talk shows or investigative reports.

SPEAKING:

Play "Controversy", practicing listening and restating peers' views on issues. View and discuss videos on current issues or trends. Students give current event reports and updates on high interest issues. Student s record mini-speeches on their opinions of issues, seeking to persuade others to their viewpoints. Analyze current issues in problem-solving and prioritizing discussions. Students select a topic and work in teams to present various angles of it, ie. men's and women's roles in different cultures, capital punishment, euthanasia, etc.

READING:

Read simple sociological and personal accounts of cultural values and practices, mini-biographies of controversial figures, periodical articles and research on a chosen topic.

WRITING:

Write brief reports on one particular issue of interest to each individual student. Write letters to the editor of the local newspaper. Write essays expressing personal opinions, defending and/or persuading through clear reasoning.

FUNCTIONAL SKILLS:

Access current information through the public media, gaining additional assistance at the local library as needed.

COMMUNITY SKILLS:

Compare and discuss viewpoints on current issues according to cultural, value, age, or sex differences.

RESOURCES:

A "Cloze" Look At English Unit 8
A Conversation Book, Book 2 Unit 8
Academically Speaking Chapter 8
Americana Articles, Book 1 Unit 1 - Lessons 3, 4, 5
Americana Articles, Book 2 Unit 1, Unit 5 - Lesson 4
Basic Composition For ESL Units 3, 4
Begin In English "Launching the Apollo11 - The First Journey to the Moon"
Beyond The Beginning #10
Brighter Tomorrows p. 8 - 19, 20 - 31, 56 - 67, 68 - 79
Can We Talk? Units 18, 19
Can't Stop Talking Units 3, 4, 9, 10, 13, 20, 24, 27, 29, 30
Chatterbox Units 9, 10

RESOURCES continued:

Cultural Awareness Teaching Techniques # 12, 13, 15
Developing Reading Skills Unit 5
Exploring Homelands
Express Yourself Chapters 4, 9, 10
Expressions: Stories And Poems Units 1, 2
Expressways, Book 2 Chapters 16, 18
Forms And Messages Unit 6
Idea Exchange , Book 1 Unit 4
In The Know, Book 2 # 4, 5
Interactions 2: Listening and Speaking Chapter 12
Introduction To Academic Writing Chapters 6, 8, 9
Larger Than Life p. 20 - 31, 68 - 79
Listen To Me # 14
Look Who's Talking p. 2, 64 "Controversy", 103, 105
More Than A Job
Now Hear This # 8, 15, 16
React - Interact # 2, 4, 6, 10, 11, 13, 20, 24 - 28
Stories To Tell Our Children Units 13, 14
Take It Easy Chapters 4, 10
The Non-Stop Discussion Book Units 21, 25
The Writing Challenge Units 4, 6, 7
Time And Space Chapters 11, 12
Variations Chapters 2 - 4, 6, 8, 9, 11, 12
Viewpoints: Nonfiction Selections Unit 8
What's In A Word? Unit 2
Winners: Congressional Medal of Honor
Winners: Nobel Prize
Write To The Point Chapters 6, 8, 9
CAI: Crosswords
CAI: Word Search

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** __________________________

Level: _____ **Unit:** ________________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

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Suggested Techniques:

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Suggested Materials:

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1993 ELM Branches Out! Tutor Guide Sheet

Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! - LEVEL SEVEN - MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________

PERSONAL INFORMATION - MELT COMPETENCIES:

PER 18*	Fill out a variety of forms including --- but not limited to --- credit applications, tax forms, medical forms, and school registration forms.

HOUSING - MELT COMPETENCIES:

HOU 28*	Ask about and answer questions regarding a lease or rental agreements.
HOU 29	Read a non-simplified housing leaseor rental agreement and fill it out with assistance.

RECREATION - MELT COMPETENCIES:

SOC 34*	Initiate and maintain a conversation about movies, TV shows, sports events, and speakers / formal talks on most non-technical subjects.
SOC 35	Order a meal from a menu in a restaurant.
SOC 36	Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")
SOC 38	Enter into ongoing social conversations on a variety of topics.
TEL 17*	Use the telephone to make routine social plans.
TEL 18*	Use the telephone to obtain entailed information about products, services, and entertainment.

ENVIRONMENT - MELT COMPETENCIES:

SOC 37	Get information about the weather, time, business hours, etc., from most recorded announcements.

HEALTH - MELT COMPETENCIES:

HE 41	Read immunization requirements for school or work.

SHOPPING - MELT COMPETENCIES:

CMS 30	Order merchandise by mail.
CMS 31	Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")
SHO 29	Write a letter to question a bill.
SHO 30	Read consumer protection laws and product warranties.

MONEY / BANKING - MELT COMPETENCIES:

BAN 11	Fill out a loan application with assistance.

DIRECTIONS / TRANSPORTATION - MELT COMPETENCIES:

DIR 15*	Write and follow simple directions to a place which are given over the telephone.
TRA 19	Fill out a car accident report.
TRA 20	Describe common car problems in need of repair. ("My car won't start.")
TRA 21	Ask and answer questions and read information related to buying car insurance.
TRA 22	Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's thecheapest way I can fly round-trip from New York to San Francisco?")

ELM BRANCHES OUT! - LEVEL SEVEN- MELT COMPETENCIES
Student Competency Check Sheet

Name: ______________________________

OCCUPATIONS - MELT COMPETENCIES:

EFJ 31	Write a cover letter and follow-up letter when applying for a job, with assistance.
EOJ 38*	Read written safety regulations and operating instructions for tools and equipment.
EOJ 39	Explain a technique or the operation of a complicated machine, such as a drill press.
EOJ 40	Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
EOJ 41	Write a short work memo.

COMMUNITY SERVICE / RESPONSIBILITY - MELT COMPETENCIES:

CMS 28*	Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")
CMS 29	Get information from local media sources --- newspaper, TV, and radio --- on education, legal aid, health, and other community services --- to obtain a fishing license, legal advice, etc.
SOC 37	Get information about the weather, time, business hours, etc., from most recorded announcements.

CURRENT EVENTS - MELT COMPETENCIES:

SOC 34*	Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.
SOC 38	Enter into ongoing social conversations on a variety of topics.
CLA 19*	Paraphrase complex ideas or difficult concepts.

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

Student Competency Check Sheet for Level Seven

Name: ___________________________________

Modal Verbs (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Perfect modals (might have, should have, would have, could have - You should have signed in.)**

Reported Speech

___ Statement (He told her that she should take medicine.)***
___ Imperatives (He told me to stop smoking.)***
___ Questions (He asked me what my name was.)**
___ Yes / No questions (He asked if I was sick.)**

Verb Tenses (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Past perfect**
___ Past perfect continuous**
___ Future perfect **
___ Future perfect continuous *
___ Subjunctive in noun clauses (I suggested that she see a doctor / a doctor be consulted.)*

Subordinate Clauses

___ Of cause (because, so, since, as, so long as- I was sick so I stayed home. I stayed home because I was sick.)***
___ Of place (I know where they live.)***
___ Of condition (unless it's cold, if it isn't late)** whether or not, provided that in case...*
___ Of opposition - although, while, whereas*

Verb Tenses

___ Conditional present (real - If it rains, I won't go.) ***
___ Conditional hope (I hope John will come.) *
___ Passive (present - My homework is done.)***
___ Passive (past - My homework was done.)***
___ Passive (present continuous - My homework is being done.)***
___ Conditional (unreal - If I were you...)**
___ Conditional wish (I wish I were a millionaire.)*
___ Conditional (past unreal - If I had been home...)**
___ Wish + verb form (similar to conditional)*
___ Passive + past forms of gerunds and infinitives

Conjunctions

___ Causal - so, for, such...that, so...that *
___ Opposition - yet...still, but...anyway*
___ Condition - or else*

Other Grammatical Points

___ Conditional statements --- only if, unless, even if, even though, whether or not *

MELT COMPETENCIES:
PER 18* Fill out a variety of forms including --- but not limited to --- credit applications, tax forms, medical forms, and school registration forms.

VOCABULARY:
income, investments, fixed expenses, debt, mortgage, loans, interest, next of kin, guardian, beneficiary, declare, taxable,marital status, maiden name, deceased, citizenship, nationality, native language, previous, current, race (Black, Hispanic, Asian, American Indian, Caucasian), driver's license number, social security number, certification, licenses, religious affiliation, club/society membership...

LISTENING:
Using variety of forms, students complete step by step, following teacher instructions and taped instructions.

SPEAKING:
Students conduct peer interviews to complete forms for their partners, taking turns as interviewer and interviewee. "Who Wins?" -- Brainstorm qualifications for "The Best Person" Award. Students present their self-descriptions as candidates to receive the award.

READING:
Students follow written instructions to complete various surveys and forms. Read and vote on peers' applications for "The Best Person" Award.

WRITING:
Students complete forms including lists of former illnesses and injuries, employment, addresses, education, or credit. Students write brief descriptions of personal background, interests, goals, qualifications, activities with the option of composing an autobiography. "Who Wins?" - Students compose brief resumes for "The Best Person" Award, listing and describing their relevant experience and qualifications to win the contest (entries may be fictitious characters).

FUNCTIONAL SKILLS:
Decode application forms and complete personal information with appropriate brevity and clarity.

COMMUNITY SKILLS:
Provide personal background clearly and briefly in writing or orally upon request.

RESOURCES:
A Conversation Book, Book 1 Unit 8
A Conversation Book, Book 2 Units 4, 5, 7
A Festival Of Folktales "Charan"
Academically Speaking Chapter 1
Beyond The Beginning #5
Can't Stop Talking Unit 1
Discussions That Work p. 74 - 76 "Prize winners"
English For Adult Competency, Book 1 Chapter 1
English For Adult Competency, Book 2 Chapter 5
Expedition Into English: Listening/Speaking, Book 1 Unit 2
Expedition Into English: Writing, Book 1 Unit 2
Express Yourself Chapters 1, 3, 5, 7, 9 -10
Forms And Messages Unit 4
Intercom 2000, Book 1 Unit 17
Introduction To Academic Writing Chapters 1, 4, 6, 9
Jazz Chants p. 45
No Hot Water Tonight Chapter 21
Real Conversations Unit 3

RESOURCES continued:

Real Life English, Book 3 Unit 1, Appendix
Real Life English, Book 4 Units 8, 10, Appendix
Real To Reel Unit 1
Speaking Of Survival "The Hospital Emergency Room", "Shopping for Furniture"
Speaking Up At Work Section 3 of Units 1, 2, 6, 8, 10
Write From The Start p. 38 - 43

MELT COMPETENCIES:
HOU 28* Ask about and answer questions regarding a lease or rental agreements.
HOU 29 Read a non-simplified housing leaseor rental agreement and fill it out with assistance.

VOCABULARY:
warrant of habitability, quiet enjoyment, illegal, party(ies), terms/conditions, security deposit, past due, promptly, eviction, privacy, repairs/maintenance inspection, harassment, damage, notify, give notice, advance, rental unit, lease terms- confession of judgment, escalation clause, non-assignment, jointly and severally responsible, entry, indemnification and exculpatory provisions, waiver of custom, remedies, condemnation, automatic renewal

LISTENING:
Host a guest speaker on tenant rights and rental obligations. Host a panel discussion of housing issues with guests from the community as panelists: a realtor, a landlord, a housing authority representative, a lawyer, and/or a housing contractor or inspector. Create a panel of students to compare housing problems and advantages in their respective countries and the U.S. Student audience poses questions to speakers and takes notes on responses. Attend a meeting of the local housing commission or a public hearing on housing issues. Tour a "Habitat For Humanity" site. View and discuss the video "The Money Pit".

SPEAKING:
Students create questions beforehand to pose to guest speaker or panelists. Students prepare mini-speeches and practice on cassette for panel discussion regarding housing in their native country compared to that in the U.S. In free discussion, students respond to audience questions for panelists. View and discuss the video "The Money Pit".

READING:
Read brochures and articles on housing issues from the local newspaper. Read housing and rental contract samples. Read The Right Stuff About Renting.

WRITING:
Students write summaries of the panel discussion citing points with which they agree or disagree, explaining why. Students create a simple rental agreement following a model.

FUNCTIONAL SKILLS:
Complete a standard rental agreement with assistance.
Question any unusual points and explain to someone else the terms of the agreement.
Recognize a standard rental agreement or lease and its appropriate terminology.

COMMUNITY SKILLS:
Communicate regarding discrepancies in written contracts for housing.
Identify fair housing practices.

RESOURCES:
Academically Speaking Chapters 5, 8
Can't Stop Talking Unit 17
Crossroads, Book 4 Unit 7
English For Adult Competency, Book 2 Chapters 5, 9
Everyday Consumer English Unit 7
Express Yourself Chapter 4
Introduction To Academic Writing Chapters 8 -10
No Hot Water Tonight Chapter 12
Real Life English, Book 4 Unit 7
Settling In Lessons 13
The Right Stuff About Renting
Write To The Point Chapter 9
Video: "The Money Pit"

MELT COMPETENCIES:

SOC 34* Initiate and maintain a conversation about movies, TV shows, sports events, and speakers / formal talks on most non-technical subjects.
SOC 35 Order a meal from a menu in a restaurant.
SOC 36 Respond to and make invitations over the telephone. ("Would you like to go shopping tomorrow?"; "Yes, I would.")
SOC 38 Enter into ongoing social conversations on a variety of topics.
TEL 17* Use the telephone to make routine social plans.
TEL 18* Use the telephone to obtain entailed information about products, services, and entertainment.

VOCABULARY:

pleasure reading- novels, magazines, comic books, romances, folktales, proverbs, myths, poetry, comics, how-to books, mysteries, biographies, auto biographies; films, cinema, theater, movies, comedies, musicals, dramas, tragedies, "true to life"; hobbies, crafts, dances, art forms

LISTENING:

View and discuss popular films, either current or classic (such as "Witness"). Students plan a fieldtrip to tour a museum, see a drama, arts demonstration, music or sports event. Host a guest speaker with a craft or skill to demonstrate and possibly teach the students. Use a phone chain for students to pass on information about group activities.

SPEAKING:

Students perform a skit showing cultural conflicts and problem solving, followed by analysis and discussion of the differences and ways to handle them. Students present talks answering peer questions on their countries and/or hobbies. Use various discussions and games which elicit personal preferences, feelings, and values. Roleplay restaurant scenes with real menus from a variety of restaurants. Students practice relating and obtaining information over the phone by planning a fieldtrip and by using the phone chain.

READING:

Read restaurant menus to: locate specific information, choose new foods to try, stay within a budget, etc. Read descriptions of cultural events and values, differing lifestyles, hobbies and crafts. Read articles and minibiographies of folk heros, musicians, athletes, artists, etc. Read plays and short stories and other pleasure reading materials.

WRITING:

Students write journal entries on a variety of thought provoking topics. Write summaries of their impressions on the fieldtrip or of the guest speaker's presentation. Write a list of steps involved in a skill they saw demonstrated. Write a descriptive essay of cultural conflicts they have experienced.

FUNCTIONAL SKILLS:

Plan recreational activities for self and groups.
Report on own interests and community recreational events or facilities.
Use the telephone comfortably for social purposes.

COMMUNITY SKILLS:

Communicate face-to-face and over the telephone in order to receive and offer information and maintain contact informally and formally.

RESOURCES:

A Conversation Book, Book 1 Unit 9
A Conversation Book, Book 2 Unit 8
Academically Speaking Chapter 7
Americana Articles, Book 2 Unit 4 - Lesson 3
Basic Composition For ESL Units 1, 5, 6
Brighter Tomorrows
Can't Stop Talking Units 10, 12, 16, 24, 25

RESOURCES continued:

Composition Practice. Book 1 Unit 4
Countdown! Taking Off Into Content Reading Chapter 5
Crossroads. Book 4 Units 3, 6
Cultural Awareness Teaching Techniques # 8 "Country Talks", #12 "A Cultural Scene"
English For Adult Competency. Book 2 Chapters 2, 8
Expedition Into English: Listening/Speaking. Book 1 Units 5, 8, 9
Expedition Into English: Reading. Book 1 Unit 8
Express Yourself Chapters 1, 3, 7
Expressways. Book 2 Chapters 9, 12
Face To Face Chapter 3
Fast Track. Book 2A Unit 1
Games And Butterflies p. 43, 50 - 55
Great American Stories. Book 1 "The Lady, or the Tiger?", "The Gift of the Magi"
Idea Exchange . Book 1 Units 4, 7
Interactions 2: Listening and Speaking Chapter 7
Intercom 2000. Book 1 Unit 10
Intercom 2000. Book 3 Unit 8
Introduction To Academic Writing Chapters 2, 3, 5, 6
Jazz Chants p. 17
Larger Than Life
Look Who's Talking - p. 53, 55, 64, 67, 69 - 71, 76 - 77, 82, 96 - 98
Looking At American Recreation
No Hot Water Tonight Chapter 25
Notion By Notion Unit 16
On Speaking Terms Unit 4
On Your Way Unit 6
Personal Expressions Chapter 2
Picture Stories For Beginning Communication Unit 14
React - Interact # 1, 5, 7,12, 16,18
Real Conversations Unit 2
Real Life English. Book 3 Unit 5
Real Life English. Book 4 Unit 1
Real To Reel Unit 16
Remembering Book 1 p. 30 - 32, 46
Remembering Book 2 p.60
Small Talk Units 9, 15
Stories To Tell Our Children Unit10
Taking Off! Unit 5
The Writing Challenge Unit 7
Variations Chapter 13
Vocabulary Booster. Book 1
Whaddaya Say? p. 10 -12, 39 - 41, 49 - 51
Winners: Hall Of Fame
Winners: Olympic Games
Words More Words "Across The City"
Working In English. Book 2 Chapter 10
Video - "Witness"

MELT COMPETENCIES:

SOC 37 Get information about the weather, time, business hours, etc., from most recorded announcements.

VOCABULARY:

disposal, clean-up, relief, personnel, supplies, origin, source, cause, repercussions, effects, exploration, wildlife, global warming, deforestation, space shuttle, satellites, rocket, astronaut, extinct, endangered. . .

LISTENING:

Listen to tapes of radio weather reports, tapes of public service announcements, and answering machine messages/recorded announcements. View Discovery Channel segments and National Geographic programs on wildlife, environmental, exploration and geography - related issues. Host a guest speaker from the Red Cross or an environmental concern group. Watch and discuss a video such as "E.T." or "Star Trek" segments.

SPEAKING:

Students will create recorded weather announcements and public service announcements regarding a local environmental concern selected by the class (ie. recycling, industrial waste clean-up, relief services for flood or storm victims, endangered species protection). Students will solicit signatures for a class-created petition.

READING:

Read news articles and weather reports related to natural disasters, environmental concerns, and space exploration. Read mini-biographies and reports on those who survive disasters, rescue others, or are environmentalists. Read sample petitions, publications of the Sierra Club, National Geographic Magazine, and National Wildlife Magazine. Read poetry concerning nature and wildlife.

WRITING:

Write scripts for public service announcements. Write a petition on a selected environmental issue and write letters to legislators regarding the issue.

FUNCTIONAL SKILLS:

Identify appropriate responses to weather conditions and environmental concerns.
Obtain weather information from recorded announcements.

COMMUNITY SKILLS:

Recognize how to voice an opinion and organize a community effort related to environmental issues and natural disasters.

RESOURCES:

A Conversation Book, Book2 Units 3, 8
Academically Speaking Chapters 1, 2, 5
Begin In English "Launching the Apollo 11: The First Journey to the Moon"
Beyond The Beginning # 12
Can't Stop Talking Units 6, 30
Countdown! Taking Off Into Content Reading Chapter 4
Discussions That Work # 13 "Composing Letters", #15 p. 108-110 "Publicity Campaigns"
Express Yourself Chapters 4 - 9
Facts And Figures Unit 7
Great American Stories, Book 1 "Love of Life", "A White Heron"
Great Rescues
In The Know, Book 4 # 1, 12
Interactions 2: Listening and Speaking Chapter 9
Introduction To Academic Writing Chapters 7, 9
National Geographic Magazine
National Wildlife Magazine
Now Hear This # 16
React - Interact # 26

RESOURCES continued:
Time And Space Chapters 1, 4 - 7, 15 - 16
Timeless Tales: Folktales "Making Rain", "The Tar Baby"
Write To The Point Chapter 5
Videos: "E.T.", "Star Trek" segments, Weather Channel segments, Discovery Channel segments

ELM Branches Out! - Level 7 - Health

MELT COMPETENCIES:
HE 41 Read immunization requirements for school or work.

VOCABULARY:
immunization, shot, injection, needle, tine test, tuberculosis, diptheria, tetanus, polio, chicken pox, rubella, measles, mumps, rabies, lyme disease, hepatitis, lockjaw, cancer, venereal disease, syphilis, gonorrhea, diabetes, AIDS, HIV, virus, congenital, terminal, fatal, infectious, contagious, diagnosis, prognosis, chronic, disability, impairment, crippled, deaf, mute, blind, near-sighted, far-sighted, quadraplegic, paraplegic, handicapped...

LISTENING:
View and discuss a video on a common health problem, ie. AIDS ("A Conversation With Magic"). Host a speaker from a community group such as the American Lung Association, Easter Seals, Cancer Society...

SPEAKING:
Brainstorm questions to ask about the particular disease or those who contract it. Discuss how to prevent the spread of the disease. Brainstorm questions to compose a community health survey. Conduct the survey by asking friends, coworkers, or family members for their opinions. Report on the survey results and register these in a chart or graph format.

READING:
Read lists and notices regarding health requirements for school or work, especially lists of immunizations. Read stories of those who overcome disabilities or health problems or who work to help others to do so. Read articles on disease prevention and healthy lifestyles.

WRITING:
Write a schedule for immunizations for personal use and for a child. Write a personal health plan with concrete steps to be taken to improve or protect personal health or that of family members.

FUNCTIONAL SKILLS:
Identify common immunizations and diseases they prevent.
Identify which immunizations are required repetitively and how often.
Read immunization requirements for school or work.

COMMUNITY SKILLS:
Identify health threats in the community (ie. AIDS, tuberculosis, heart disease, sexually transmitted diseases...).
Identify where to obtain immunizations.

RESOURCES:
A "Cloze" Look At English Unit 2
A Conversation Book, Book 2 Unit 6
Academically Speaking Chapters 1, 2
Americana Articles, Book 1 Unit 4 - Lesson 2, Unit 5 - Lessons 2, 4
Americana Articles, Book 2 Unit 4 - Lesson 4, Unit 5 - Lesson 1
Basic Composition For ESL Units 3, 5
Begin In English "A Useless Old Man"
Beyond The Beginning # 5
Brighter Tomorrows "Jonas Salk", "Max Cleland"
Cultural Awareness Teaching Techniques #17 "Town Survey"
Discussions That Work #16 "Surveys"
English For Adult Competency, Book 1 Chapters 3, 9
English For Adult Competency, Book 2 Chapter 3
Expedition Into English: Listening and Speaking, Book 1 Unit 11
Express Yourself Chapters 5-7, 9,10

RESOURCES continued:

Facts And Figures Unit 2 - Lesson 5
Great American Stories, Book 1 "The Story of an Hour"
In The Know, Book 2 # 13
In The Know, Book 3 #10
In The Know, Book 4 #3
Jazz Chants p. 29, 31
Lado English Series, Book 5 Unit 4
Now Hear This #21
React - Interact # 27
Time And Space Chapter 13
Viewpoints: Nonfiction Selections Unit 1
CAI: Crosswords
CAI: Word Search
Video: "A Conversation With Magic"

ELM Branches Out! - Level 7 - Shopping

MELT COMPETENCIES:

CMS 30 Order merchandise by mail.

CMS 31 Report problems about mail order merchandise by telephone or in a letter. ("I haven't received my order yet. It's two weeks late.")

SHO 29 Write a letter to question a bill.

SHO 30 Read consumer protection laws and product warranties.

VOCABULARY:

warranty, guarantee, service contract, limited, life of product, manufacturing defect, regular use, date of purchase, price, workmanship, materials, refund, exchange, repair, model, serial number, replace, credit, account, bill, packing slip

LISTENING:

Roleplay phone calls for catalog orders and to report problems with an order. View and discuss videos of "Sixty Minutes" segments or similar consumer protection-oriented program. Host a speaker from the Better Business Bureau or Chamber of Commerce on consumer protection issues.

SPEAKING:

Roleplay phone calls for catalog orders and to report problems with an order. In seminar fashion, students present results of their research on selected products in Consumer Reports.

READING:

Read Consumer Reports on selected products for research reports. Read mail order catalogs, product warranties and guarantees, consumer protection laws.

WRITING:

Complete mail order forms. Write letters regarding a billing problem or a problem with defective merchandise. List questions to ask when purchasing selected products (ie. TV, car).

FUNCTIONAL SKILLS:

Use reading and writing as necessary to protect and voice own consumer rights, lodge a complaint, or place an order.

COMMUNITY SKILLS:

Demonstrate awareness of consumer rights and how to protect them.
Identify community groups which assist consumers to shop wisely.

RESOURCES:

A Conversation Book, Book 2 Chapter 7
Academically Speaking Chapters 5, 9
All Talk Unit 10
Begin In English "Stone Soup"
"Consumer Reports" Magazine
Crossroads, Book 4 Unit 9
Discussions That Work #13 "Composing Letters"
Everyday Consumer English Unit 8
Expedition Into English: Reading, Book 1 Unit 1
Expedition Into English: Writing, Book 1 Unit 2
Express Yourself Chapters 4, 8, 10
Expressways, Book 2 Chapter 16
Forms And Messages Units 2, 5
Grammar In Action, Book 2 Unit 14
In The Know, Book 4 #6
Intercom 2000, Book 1 Unit 16

RESOURCES continued:

Introduction To Academic Writing Chapter 7
Listening Tasks #14
Look Who's Talking p. 94 "The Horse Traders"
Real Life English, Book 3 Unit 6
Real Life English, Book 4 Units 6, 10
Real To Reel Units 17, 25
Signs And Labels Unit 5
Speaking Of Survival "Repairs: Appliances and Auto"
The Ability To Risk Unit 11
The Non-Stop Discussion Book Unit 22
Timeless Tales: Folktales "Stone Soup"
Writing Workout Activity Bank "A Letter to the Authors"
Mail - order Catalogs
Videos: "Sixty Minutes" segments

ELM Branches Out! - Level 7 - Money / Banking

MELT COMPETENCIES:
BAN 11 Fill out a loan application with assistance.

VOCABULARY:
installment, payment, traveler's checks, charge account, repossess, collateral, credit card, safety deposit box, money order, interest, co-sign, verify income, proof of employment, credit check, credit rating, charge account, loan agency

LISTENING:
Follow step-by-step instructions to complete a loan application. Host a guest speaker from a bank to describe the variety of banking services available and differences between credit unions, loan agencies, banks, and savings & loan companies.

SPEAKING:
Roleplay conversations with a bank loan officer. Students ask questions of bank representative regarding services and requirements to obtain the services. Play "If I were rich, I would..." Discuss responsible use of credit and financial management.

READING:
Read bank brochures, loan applications, newspaper ads on banking and loan rates. Read articles on financial planning and management, and responsible use of credit. Read short stories about people's attitudes toward money and use of it.

WRITING:
Students complete sample loan applications. Write a paragraph on why borrow money and what could be done with a loan of $15, 000. Write a household budget, including all expenses - incidental and loan/credit charges. Write letters requesting information on banking services.

FUNCTIONAL SKILLS:
Fill out loan applications with assistance if necessary.
Identify services available at financial institutions.

COMMUNITY SKILLS:
Know how to use community financial services responsibly and to personal benefit.

RESOURCES:
A "Cloze" Look At English Unit 6
Academically Speaking Chapter 5
All Talk Unit 11
Americana Articles, Book 2 Unit 3 - Lesson 3
Basic Adult Survival English Chapter 2
Discussions That Work #13 Composing Letters
Everyday Consumer English Units 1, 8
Expedition Into English: Reading, Book 1 Unit 8
Expressways, Book 2 Chapter 13
Forms And Messages Unit 4
Interactions 2: Listening And Speaking Chapter 3
Introduction To Academic Writing Chapters 2, 7
Lifelines, Book 4 #3
No Hot Water Tonight Chapter 21
Notion By Notion Unit 38
Now Hear This #17
Real Life English, Book 3 Unit 4
Real To Reel Unit 3
Second Steps In Reading And Writing Lesson 20

RESOURCES continued:

Speaking Of Survival "Banking", "Shopping for Furniture"
The Non-Stop Discussion Book Units 1, 10, 18
Time And Space Chapter 9
Timeless Tales: Folktales "Aladdin's Lamp", "Money or Mind", "The Man in the Moon"
Timeless Tales: Myths "Midas and the Golden Touch"
Vistas, Book 2 Unit 3
What's In A Word? Unit 10
Write From The Start p. 50 - 51, 97

ELM Branches Out! - Level 7 - Directions / Transportation

MELT COMPETENCIES:

DIR 15*	Write and follow simple directions to a place which are given over the telephone.
TRA 19	Fill out a car accident report.
TRA 20	Describe common car problems in need of repair. ("My car won't start.")
TRA 21	Ask and answer questions and read information related to buying car insurance.
TRA 22	Get detailed long-distance travel information over the telephone such as schedules and costs. ("What's thecheapest way I can fly round-trip from New York to San Francisco?")

VOCABULARY:

car inspection, oil change, rotate tires, lube, filters, tune up, car parts, insurance, liability, collision, comprehensive coverage, deductible, premium, business purposes, personal use, uninsured motorists, driver, payee, roundtrip, one-way, coach, first class, window seat, aisle seat, nonsmoking, smoking, baggage, carry - on, dead battery, jumper cables, jump the battery, charge the battery, fan belt, ignition

LISTENING:

Listen to taped phone conversations with travel agents on trip arrangements. Roleplay giving and receiving directions over the telephone, then have students use a phone chain to actually receive and offer directions over the phone. Host a guest speaker on auto insurance and discuss how to obtain and maintain adequate protection or host an auto mechanic to demonstrate steps of basic routine maintenance checks answering auto repair questions.

SPEAKING:

Roleplay conversations with an auto mechanic decribing common problems. Roleplay conversations with a travel agent arranging a vacation. Brainstorm questions to ask guest speaker. Students pose questions to speaker and enter into discussion. Student volunteer acts as a moderator of question/answer session. Roleplay giving and receiving directions over the telephone, then have students use a phone chain to actually receive and offer directions over the phone.

READING:

Read car insurance brochures. Read travel brochures and magazines. Read auto repair manuals.

WRITING:

Practice filling out car accident report forms. In pairs or individually, design a family vacation or class trip. Students write itinerary and draw a map of the travel plan.

FUNCTIONAL SKILLS:

Accurately report an auto accident, describing road conditions, location and direction of travel, cause of impact, etc.
Describe car malfunctions and demonstrates awareness of routine maintenance tasks.
Demonstrate basic knowledge of auto insurance.

COMMUNITY SKILLS:

Use the telephone for communication regarding directions and making travel arrangements.

RESOURCES:

A Conversation Book, Book 2 Chapter 5
Academically Speaking Chapter 5
All Talk Units 13, 15
Basic Composition For ESL Unit 2
Can't Stop Talking Units 19, 21
Chatterbox Units 7, 16
Choices: It's Your Right #2
Composition Practice, Book 1 Unit 10
Countdown! Taking Off Into Content Reading Chapter 8
Crossroads, Book 4 Unit 2
Developing Reading Skills Unit 2

RESOURCES continued:
Discussions That Work #17 "Planning Projects - Expeditions"
English For Adult Competency, Book 1 Chapter 4
English For Adult Competency, Book 2 Chapter 4
Expedition Into English: Listening/Speaking, Book 1 Unit 12
Express Yourself Chapters 4, 5, 8 -10
Expressways, Book 2 Chapter 12
Facts And Sources Unit 3
Fast Track, Book 2B Unit 5
Forms And Messages Unit 4
Grammar In Action, Book 3 Unit 7
Idea Exchange, Book 1 Unit 9
In Contact, Book 1 Unit 9
In The Know, Book 2 #16
In The Know, Book 3 # 6
In The Know, Book 4 # 10, 18
Intercom 2000, Book 1 Unit 18
Intercom 2000, Book 2 Unit 6
Intercom 2000, Book 3 Units 11 - 14
Jazz Chants p.13, 59
Lifelines, Book 4 #5
Listen To Me #10, 18
Listening Tasks # 5, 13, 16, 20
Maps, Globes, And Graphs #4
Notion By Notion Unit 22
Now Hear This #15, 16, 20
On Speaking Terms Unit 5
Picture Stories For Beginning Communication Units 3, 6,15,16
Preposition Practice # 1-8, 12
React- Interact # 9, 21
Real Life English, Book 3 Units 3, 10
Real Life English, Book 4 Unit 10
Real To Reel Units 16, 25
Side By Side, Book 3 Chapter 2
Side By Side, Book 4 Chapters 1, 2
Speaking Of Survival "Repairs: Appliances and Autos"
Stories To Tell Our Children Unit 14
Taking Off Unit 2
The Non-Stop Discussion Book Units 11, 16
The Writing Challenge Unit 5
Timeless Tales: Myths "Flying to the Sun"
Vistas, Book 2 Unit 6
Whaddaya Say? p. 36 - 38
Words More Words "On the Road", "Across the City"
Write From The Start p. 10, 107, 128
Write To The Point Chapter 5
Writing Workout Unit 5, Activity Bank - p. 126, 128

MELT COMPETENCIES:

EFJ 31 Write a cover letter and follow-up letter when applying for a job, with assistance.
EOJ 38* Read written safety regulations and operating instructions for tools and equipment.
EOJ 39 Explain a technique or the operation of a complicated machine, such as a drill press.
EOJ 40 Initiate and maintain conversations at the work-site, such as the advantages or disadvantages of joining a union.
EOJ 41 Write a short work memo.

VOCABULARY:

union, non-union shop, strike, demands, scale-down, steward, arbitrator, grievance, contract, by-laws, articles, ruling(decision), settlement, litigation, inquire, job-specific jargon...

LISTENING:

Students take turns leading others in TPR fashion by giving instructions for each step of a familiar but complicated machine's operation. Practice roleplays of work-related conversations. Practice listening to tapes of on-the-job conversations. View and discuss a video such as "Gungho!", "Nine To Five", "Working Girl", or "Working in the U.S."

SPEAKING:

Students lead others in TPR fashion by giving instructions for each step of a familiar but complicated machine's operation . Discuss the advantages, disadvantages, history and power of labor unions. Identify and list unions which are influential locally. Roleplay conversations with co-workers or supervisor about work-related topics.

READING:

Read operating instructions for machines and equipment. Read safety manuals and procedures. Read sample memos. Read model cover and follow-up letters related to job searching.

WRITING:

Write job memos. Write step-by-step instructions for operating a machine. Write cover and follow-up letters concerning job opportunities.

FUNCTIONAL SKILLS:

Demonstrate knowledge of written courtesies in job search.
Demonstrate understanding of technical job information in written form such as safety procedures and operating instructions.
Write brief work - related notices / memos.

COMMUNITY SKILLS:

Demonstrate ability to explain to others advanced skills known to the student.
Demonstrate initiative and courtesy in communication with co-workers.

RESOURCES:

A Conversation Book, Book 2 Chapter 8
Academically Speaking Chapter 6
Basic Composition For ESL Units 1, 6
Crossroads, Book 4 Units 5, 8
Discussions That Work #7 "Putting in Order - Picture Sequence", #13 "Composing Letters"
English For Adult Competency, Book 2 Chapter 7
Expeditions Into English: Reading, Book 1 Unit 1
Expeditions Into English: Writing, Book 1 Unit 2
Expressways, Book 2 Chapters 11, 15, 17,18
Forms And Messages Unit 6
Games And Butterflies p. 38, 74, 80
Introduction To Academic Writing Chapters 3, 7
Jazz Chants p.49

RESOURCES continued:

Look Who's Talking p.18, 45 - 46
More Than A Job
Now Hear This # 6
Picture Stories For Beginning Communication Units 6, 12, 13, 15
React- Interact #15, 17
Real Life English, Book 4 Unit 9
Real To Reel Units 17, 22, 25
Side By Side, Book 4 Chapter 9
Speaking Up At Work Unit 1 -11 Sections 1; Unit 4 - Sections 1 - 3; Unit 6 - Section 2
The Writing Challenge Unit 3
Working In English, Book 2 Chapters 6, 7, 9, 13
Write To The Point Chapter 4

MELT COMPETENCIES:

CMS 28* Report a suspected loss or theft. ("I didn't get my check in the mail. I think someone stole it.")

CMS 29 Get information from local media sources --- newspaper, TV, and radio --- on education, legal aid, health, and other community services --- to obtain a fishing license, legal advice, etc.

SOC 37 Get information about the weather, time, business hours, etc., from most recorded announcements.

VOCABULARY:

robbery, theft, shooting, mugging, missing, lost, runaway, hijacking, threat, embezzlement, fraud, rape harassment, stalking, shoplifting, murder, homicide, manslaughter

LISTENING:

Practice with tapes of recorded announcements or place calls to INFOTEL. Listen to tapes of calls to report crimes. View and l isten to tapes of local news programs, radio and TV, students summarize and answer comprehensionquestionson the news stories covered.

SPEAKING:

Roleplay phone calls to report crimes. Students produce own news report, acting out with a Camcorder if available or using a tape recorder for a "radio" show.

READING:

Read a local newspaper in class, highlighting how to read headlines, bylines, where key news is located, and the various sections of the newspaper. Students read a newspaper daily for 1 - 2 weeks, putting one article per day in a notebook to present in class.

WRITING:

Write a newspaper with articles in each category - local, social, advice letters, editorials, advertisements, national /international news, comics, etc.

FUNCTIONAL SKILLS:

Use the local media to gain information of personal interest.
Read newspaper and listens to direct media to locate services, businesses, and products.

COMMUNITY SKILLS:

Demonstrate awareness of how to obtain information on available community services.

RESOURCES:

A Conversation Book, Book 2 Units 6, 8
Basic Adult Survival English Chapters 1, 5
Basic Composition For ESL Unit 2
Begin In English "A Useless Old Man", "Jack and the Bandit", "A Box of Chocolates"
Can We Talk? Units 9, 12
Can't Stop Talking Unit 22
Choices: It's Your Right #4, 5, 7, 8
Crossroads, Book 4 Units 9, 10
English For Adult Competency, Book 2 Chapter 9
Expeditions Into English: Reading, Book 1 Unit 10
Express Yourself Chapters 2, 5
Expressions: Stories And Poems Unit 2
Expressways, Book 2 Chapter 6
Facts And Sources Units 2, 4
Far From Home Unit 6 - Lesson 17
Forms And Messages Unit 3
Grammar In Action, Book 3 Unit 6
Great American Stories, Book 1 "The Telltale Heart"

RESOURCES continued:

In Contact, Book 1 Unit 10
In The Know, Book 2 #8
In The Know, Book 4 #4, 14
Intercom 2000, Book 3 Units 1, 2, 4, 5
Introduction To Academic Writing Chapters 2, 3, 6
Lado English Series, Book 5 Unit 3
Lifelines, Book 4 #12
Listen To Me #17
Listening Tasks #15
Look Who's Talking p. 17, 80
No Cold Water Either Chapter 14
Now Hear This # 9, 14
Personal Expressions Chapter 4 - Lesson 2
React- Interact #5, 16, 23
Real Life English, Book 4 Unit 3
Real To Reel Units 9, 27
Side By Side, Book 2 Chapter 10
Side By Side, Book 4 Chapter 3
Speaking Of Survival "Fire and Robbery"
The Ability To Risk Unit 12

MELT COMPETENCIES:

SOC 34* Initiate and maintain a conversation about movies, TV shows, sports events, and speakers/formal talks on most non-technical subjects.
SOC 38 Enter into ongoing social conversations on a variety of topics.
CLA 19* Paraphrase complex ideas or difficult concepts.

VOCABULARY:

jargon related to a selected topic ie. nuclear arms, legalization of drugs

LISTENING:

Play "Controversy", practicing listening and restating peers' views on issues. Listen to and discuss speeches, audiotapes, and videos on a selected topic such as nuclear arms, legalization of drugs, health care in the U.S., political stances and parties. Host guest speakers with opposing viewpoints on an issue. Students conduct a question and answer session after initial speeches.

SPEAKING:

Play "Controversy", practicing listening and restating peers' views on issues. Listen to and discuss speeches, audiotapes, and videos on a selected topic. Students give current event reports and updates on high interest issues. Students record mini-speeches of their opinions on the selected issue. A selected topic will be researched and students will work in teams to present opposing viewpoints in debate fashion. Students seek to reason, defend, and persuade an audience while questioning and defusing the opposite team's argument. Students solicit signatures from community members for a student-formulated petition. Discuss and select items for an American "time capsule" reflecting the current period in culture & history.

READING:

Read articles and accounts related to the selected topic. Research the history of the issue's involvement in the U.S. Read mini-biographies and background sketches of key proponents involved with the selected issue. Read editorials and sample petitions.

WRITING:

Write brief reports on one particular issue of interest to each individual student. Write letters to the editor of the local newspaper. Write a petition suggesting action to be taken on a particular issue, whether legislative or otherwise. Write a summary of the class debate, citing each team's key points and illustrations, then explaining which position they agree with and why. Write essays expressing personal opinions, defending and/or persuading through clear reasoning.

FUNCTIONAL SKILLS:

Access current information through the public media, gaining additional assistance at the local library as needed.
Paraphrase or reiterate a difficult concept in another way.

COMMUNITY SKILLS:

Compare and discuss viewpoints on current issues according to cultural, value, age, or sex differences.
Initiate and maintain informal conversations on non-technical subjects of popular interest.

RESOURCES:

A Conversation Book, Book 2 Unit 8
Academically Speaking Chapter 10
Basic Composition For ESL Units 3, 4
Begin In English "Launching the Apollo11 - The First Journey to the Moon"
Brighter Tomorrows p. 8-19, 20-31, 56-67, 68-79
Can't Stop Talking Units 3, 4, 9, 10, 13, 20, 24, 27, 29, 30
Discussions That Work #14 "Debates"
Express Yourself Chapters 4, 9, 10
Expressways, Book 2 Chapter 18
Forms And Messages Unit 6

RESOURCES continued:

Grammar In Action, Book 3 Units 6, 19
Interactions 2: Listening and Speaking Chapter 12
Introduction To Academic Writing Chapters 6, 8 - 10
Larger Than Life p. 8-19, 20-31, 32-43, 68-79
Look Who's Talking p. 2, 64 - "Controversy", 103, 105
More Than A Job p. 33-73
React - Interact #2, 4, 10,13, 20, 25-28
Stories To Tell Our Children Unit 14
The Non-Stop Discussion Book Units 20, 26-28
Time And Space Chapters 11, 12
Timeless Tales: Myths "Pandora's Box", "The Trojan War"
Variations Chapters 2 - 4, 6, 8, 9, 11, 12
Viewpoints: Nonfiction Selections Unit 8
Winners: Congressional Medal of Honor
Winners: Nobel Prize
Write From The Start p. 113
Write To The Point Chapters 6, 8, 9

TUTOR GUIDE SHEET

Student Name: ____________________ **Tutor Name:** ____________________

Level: _____ **Unit:** ______________ **Date Began:** _____ **Date Completed:** _____

SPECIAL INSTRUCTIONS:

Specific Objectives:

____

____

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Suggested Techniques:

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____

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Suggested Materials:

____

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Please note comments and requests for more materials or help.

Thank you for giving your valuable time.

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

LEVEL ONE

ADJECTIVES

___ Adjective + noun (good book)

C 2: Unit 9
E-FA: Chapters 7, 8
EGTA: Page25
FT 1B: Unit 3
G 1
LES 1: Unit 4
MAE 1: Lesson 4
RLEG 1: Unit 6
SBS 1: Chapters 5,7
SPIC 1: Unit 12
TEA 1: Units 3,4
UAUEG: Appendix 1 - Unit A
V 1: Unit 3
WOC: Ex. 86

___ Demonstrative (this book)

BEG: Chapter 1
C 1: Unit 2
E-FA : Chapter 4
EGTA: Page 22
FT 1A: Unit 3
FT 1B: Unit 3
G 1
GE: #41
GIC 1: Lesson 1
MAE 1: Lessons 2,3
OPG: # 69
RLEG 1: Unit 3
SBS 1: Chapter 8
SPIC 1: Units 19, 20
TEA 1: Unit 11
TGH: # 41

___ Possessive (his, her, their)

BEG: Chapter 1
C 1: Unit 1
C 2: Unit 1
E-FA: Chapter 2
E-FB: Chapters 10, 12
EGTA: Page 20
EOC 1: Unit 4
FT 1B: Unit 6
G 1
GE: # 19
GIA 1: Units 6, 12
GIA 2: Unit 3
GIC 1: Lesson 4
LES 1: Unit 10
MAE 1: Lesson 4
OPG: # 70, 78

ADJECTIVES continued:

___ Possessive (his, her, their) continued:

SBS 1: Chapter 4
SPIC 1: Unit 29
TEA 1: Introductory Lesson, Unit 3
TGH: # 19
UAUEG: Appendix 1 - Unit A
V 1: Unit 3
WOC: Ex. 154, 155, 158
WP: Units 2, 10
WS: Chapters 1, 3

___ Of Nationality (He's Chinese.)

CWT: Unit 1
EIE 1: Unit 2
GE: # 44
L 1: Units 1, 6
MAE 3: Lesson 2
TGH: # 44

ADVERBS

___ Of time (today, tonight, tomorrow, last week)

C 1: Unit 7
E-FA: Chapters 6, 8, 9
IE 1: Unit 3
L 1: Unit 3
UAUEG: Appendix 1 - Unit A

___ Intensifiers (very, too, enough, so)

BEG: Chapter 9
E-FA: Chapter 7
G 1
RLEG 4: Unit 1
SPIC 2: Units 13, 15, 16

ARTICLES

___ Indefinite (a, an)

C 1: Unit 4
E-FA: Chapter 4
EGTA: Page 26
FT 1B: Unit 1
G 1
GE: #39
GG: 1.5, 2.18
GIA 2: Unit 1
GIC 1: Lessons 1, 7, Appendix A
LES 1: Unit 4
MAE 1:Lesson 4
RLEG 1: Unit 2
SBS 1: Chapters 7, 8
SPIC 1: Units 7, 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TGH: # 39
UAUEG: Appendix 1 - Unit D

ARTICLES continued:

___ Indefinite (a, an) continued:

V 1: Unit 2
WOC: Ex. 36, 37, 99
WP: Unit 1

___ Definite (the)

E-FA: Chapter 4
EGTA: PAGE 26
G 1
GE: # 38
GIC 1: Lesson 7, Appendix A
LE 1: Unit 4
MAE 1: Lesson 4
SPIC 1: Unit 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TGH: # 38
UAUEG: Appendix 1 - Unit D
V 1: Unit 4

BE

___ Be + adjective (She is smart.)

BEG: Chapter 1
C 1: Unit 18
CWT: Unit 2
EGTA: Page 25
EIE 1: Unit 3
GIA 1: Unit 3
GIC 1: Lesson 1
L 1: Units 1, 4
LES 1: Unit 1
RLEG 1: Unit 6
SBS 1: Chapters 5, 12
SPIC 1: Unit 4
UAUEG: Appendix 1 - Unit A
WOC: Ex . 6-8
WTTP: Chapter 2

___ Contractions (I'm, he's)

BEG: Chapter 1
C 1: Units 1 - 4
C 2: Unit 2
E-FA: Chapters 1-3
EIE 1: Unit 3
EOC 1: Unit 1
FT 1A: Units 1,2
GE: # 8
GIA 1: Unit 1
GIA 2: Unit 1
GIC 1: Lesson 1
L 1: Units 1,2
LES 1: Units 2, 9
MAE 1: Lesson 3
OPG: # 20
RLEG 1: Unit 1

BE continued:

___ Contractions (I'm, he's)

SBS 1: Chapter 2
SPIC 1: Unit 3
SPIC 2: Unit 5
TGH: #8
UAUEG: Appendix 1 - Unit A
V 1: Units 1,2
WOC: Ex . 8, 17, 18, 26, 27
WP: Units 1, 10
WS: Chapter 1

___ Present Tense (am, is, are)

BEG: Chapters 1, 2
C 1: Units 1 - 4
C 2: Unit 1
CP 1: Unit 1
E-FA: Chapters 1-3
EOC 1: Unit 1
FT 1A: Units 1,2
G 1
GE: # 22
GIA 1: Units 1,2
GIA 2: Unit 1
GIC 1: Lesson 1
IE 1: Unit 1
L 1: Units 1,2
LES 1: Units 1-4
MAE 1: Lessons 1-3
RLEG 1: Unit 1
SBS 1: Chapter 1
SPIC 1: Units 1,5,6
TEA 1: Unit 1
TGH: # 22
UAUEG: Appendix 1 - Unit A
V 1: Units 1-3
WOC: Ex. 25-27, 41-45, 88
WP: Units 1, 10
WS: Chapter 1

NOUNS

___ Single / plural (egg, eggs)

BEG: Chapter 5
C 1: Unit 3
E-FA: Chapters 4,7,8
EGTA: Page 35
G 1
G 2
GE: # 11,12
GIA 1: Unit 2
GIC 1: Lesson 3
L 1: Unit 3
LES 1: Units 2, 9
MAE 1: Lesson 2
R 2: # 11
RLEG 1: Unit 5
SBS 1: Chapter 7

NOUNS continued:

___ Single / plural (egg, eggs) continued:

SPIC 1: Units 8-11, 52
TEA 1: Unit 2
TGH: # 11,12
UAUEG: Chapter 5
V 1: Units 2,5
WOC: Ex. 28, 81
WP: Unit 2

NUMBERS

___ Cardinal (two rooms)

C 1: Units 2 - 4
EIE 1: Unit 2
FT 1A: Units 1-5
GE: # 42
L 1: Units 1,2
LES 1: Unit 9
R 1: # 1, 6
SPIC 1: Unit 24
TEA 1: Units 4, 5
TGH: # 42
V 1: Introductory Unit, 2

PREPOSITIONS

___ For, to, with, from, by

CP 1: Unit 4
GIA 1: Unit 4
IE 1: Unit 6
PP: #12-14
TEA 1: Unit 1
UAUEG: Appendix 1
V 1: Unit 1

___ Prepositional phrases of place (in, on, under, at, on top of, etc.)

C 1: Units 3, 4
C 2: Units 2, 8
CP 1: Unit 6
E-FA: Chapters 3,6-8
EGTA: Page 47
EIE 1: Unit 6
EOC 1: Unit 2
FT 1A: Unit 4
G 1
GE: # 51
GG: 4.1
GIA 1: Units 1, 8,9
GIA 2: Units 1, 2
GIC 1: Lesson 1
IE 1: Unit 6
L1: Units 3, 5
OPG: # 94, 95
PP: # 1 - 4
RLEG 1: Unit 3
RLEG 2: Unit 10

PREPOSITIONS continued:

___ Prepositional phrases of place (in, on, under, at, on top of, etc.)

SBS 1: Chapters 6,7
SPIC 1: Units 16, 51, 59
TGH: # 51
UAUEG: Appendix 1
V 1: Units 4-6
WOC: Ex. 90-95, 100, 102, 112-115
WP: Units 3, 10
WW: Unit 1

___ Prepositional phrases of time (at, from, by, on, in, etc.)

EGTA: Page 46
EIE 1: Unit 5
FT 1A: Units 4,5
G 1
G 2
GE: # 50
GIA 1: Units 10, 20

___ Prepositional phrases of time (at, from, by, on, in, etc.) continued:

GIA 2: Unit 2
GIC 1: Lesson 2
IE 1: Unit 6
L 1: Unit 3
OPG: # 96
PP: # 9 - 11
SPIC 1: Unit 25
TGH: # 50
UAUEG: Appendix 1
V 1: Unit 6
WP: Units 6, 10

___ Prepositional phrases of direction (out of, into, toward)

C 2: Unit 2
FT 1A: Unit 2
GE: # 52
PP: # 5-8
TGH: # 52
UAUEG: Appendix 1

PRONOUNS

___ Demonstrative (take this)

C 1: Unit 2
E-FA: Chapter 4
EIE 1: Unit 1
EOC 1: Unit 1
GIA 1: Unit 5
GIC 1: Lesson 1
LES 1: Unit 9
PE: Appendix 2
TEA 1: Unit 2
TGH: # 41
UAUEG: Chapter 5, Appendix 1 - Unit A
V 1: Unit 2

PRONOUNS continued:

___ Object (him, her)

BEG: Chapter 10
C 2: Unit 8
E-FA: Chapter 8
E-FB: Chapters 10, 12
EGTA: Page 16
EOC 1: Unit 10
FT 1B: Unit 3
G 1GE: # 16, 17
GIA 1: Unit 18
GIA 2: Unit 5
GIC 1: Lessons 3,4
LES 1: Unit 6
MAE 1: Lesson 12
MAE 2: Lesson 13
OPG: # 75
PE: Appendix 2
R 2: # 7, 10
RLEG 1: Unit 7
RLEG 2: Unit 5,6
SBS 1: Chapter 11
SPIC 1: Unit 22
TGH: # 16,17
UAUEG: Chapter 5, Appendix 1 - Unit A
WOC: Ex 156 - 159
WP: Units 6, 10

___ Possessive (his, hers)

BEG: Chapter 11
EIE 1: Unit 6
EOC 1: Unit 7
G 2
GE: # 18
GIA 2: Unit 3
GIC 1: Lesson 4
MAE 2: Lesson 13
OPG: # 70
PE: Appendix 2
RLEG 1: Unit 5
SBS 2: Chapter 5
SPIC 1: Unit 30
TEA 1: Units 9, 11
TGH: # 18
UAUEG: Chapter 5, Appendix 1 - Unit A

___ Subject (she, I)

BEG: Chapter 10
C 2: Unit 1
E-FA: Chapter 2
EGTA: Page 18
EOC 1: Unit 1
GE: # 15
GIA 2: Unit 5
GIC 1: Lesson 4
L 1: Unit 4
MAE 1: Lessons 1, 2
OPG: # 75

PRONOUNS continued:

___ Subject (she, I) continued:

PE: Appendix 2
R 2: # 7, 10
SBS 1: Chapter 2
SPIC 1: Unit 2
TEA 1: Introductory Lesson
TGH: # 15
UAUEG: Chapter 5, Appendix 1 - Unit A
V 1: Unit 1
WOC: Ex. 17, 18, 121, 122, 157, 158
WP: Units 6, 10
WS: Chapter 2

IMPERSONAL SUBJECT

___ It (It's nice today.)

BEG: Chapter 2
EIE 1: Units 5, 12
GE: # 20
GIA 1: Unit 14
MAE 1: Lesson 8
OPG: #70, 76
SPIC 1: Unit 32
TEA 1: Unit 2
TGH: # 20

___ There is, There are

BEG: Chapter 6
C 1: Unit 4
CP 1: Units 2, 4 - 6
E-FA: Chapters 3,4
EGTA: Page 45
EOC 1: Unit 2
FT 1B: Unit 2
G 1
GE: # 21
GIA 1: Units 15, 16
GIC 1: Lessons 1, 3
IE 1: Unit 2
L 1: Unit 6
LES 1: Unit 9
MAE 1: Lessons 6,7
OPG: # 76
RLEG 1: Unit 7
SBS 1: Chapter 7
SPIC 1: Unit 40
TEA 1: Unit 5
TGH: # 21
UAUEG: Chapter 5
V 1: Unit 4
WOC: Ex. 104 - 107
WP: Unit 4
WTTP: Chapter 2
WW: Unit 1

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability) (I can speak English.)

BEG: Chapter 9
C 2: Unit 7
E-FA: Chapters 5, 6, 8, 9
EOC 1: Unit 13
FT 1B: Units 3, 6
G 1
GE: # 34
GIA 1: Unit 24
GIC 1: Lesson 6
MAE 2: Lesson 12
OPG: # 28
PE: Appendix 2
RLEG 1: Unit 9
SBS 1: Chapter 13
SPIC 1: Units 49, 50
TGH: # 34
UAUEG: Chapter 2
WPE 3: Chapter 3
WS: Chapter 5
WW: Unit 4

___ Do (We do live in the country. Do you know him?)

EGTA: Page 81
GIA 1: Unit 21
OPG: # 52

QUESTIONS AND PUNCTUATION

___ "Wh- questions" (who, what, where, when, how much, how many ?)

BEG: Chapter 4
C 1: Units 1-3, 5, 9
E-FA: Chapters 1-3, 7, 9
EGTA: Pages 32, 42
EIE 1: Units 1,3
EOC 1: Units 3, 6, 11
FT 1A: Units 2, 3, 5
G 1
G 2
GE: # 5 - 7
GIA 1: Units 4, 8, 13, 14, 22
GIA 2: Units 1, 2, 8
GIC 1: Lessons 1 - 3
L 1: Units 1, 2, 4, 5
LES 1: Unit 5
MAE 1: Lessons 2, 4, 6, 9
OPG: # 22
RLEG 1: Units 2 - 4
SBS 1: Chapters 1, 2, 9
SPIC 1: Units 17, 18, 45
SPIC 2: Unit 62
TEA 1: Units 1, 4, 5, 7
TGH: # 5 - 7
UAUEG: Appendix 1 - Unit B
V 1: Units 1-5, 7
WFTS

QUESTIONS AND PUNCTUATION continued:

___ "Wh- questions" (who, what, where, when, how much, how many ?) continued:

WID:
WOC: Ex. 60 - 63, 82, 87
WP: Units 2, 4

___ Yes / no questions (Do you have a job?)

C 1: Units 2, 6, 7
E-FA: Chapter 2
EGTA: Page 42
EIE 1: Unit 1
FT 1A: Units 1, 2, 4
G 1
GE: # 3
GIA 1: Units 3,12, 15, 21
GIA 2: Units 1, 2, 8,10
GIC 1: Lesson 1
L 1: Units 1, 2, 4, 5
LES 1: Units 1, 2, 4, 5, 8, 9
RLEG 1: Units 1, 3, 4
SBS 1: Chapters 5, 10
TEA 1: Unit 4
TGH: # 3
UAUEG: Appendix 1 - Unit B
UAUEG: Appendix 1 - Unit B
V 1: Units 2, 4 - 6
WFTS
WOC: Ex. 47 - 52, 85, 148, 149, 152
WP: Units 4, 5

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present

BEG: Chapter 4
C1: Units 7 - 10
CP: Units 2, 4 - 7
E - FA: Chapters 3 - 6
EGTA: Pages 16, 30
EOC 1: Units 5, 6
FT 1A: Units 1 - 5
G 1
G 2
GE: # 2 - 4, 8, 24, 25
GG: 1.14, 4.1
GIA 1: Units 20 - 23
GIA 2: Units 7, 8, 10
GIC 1: Lesson 2
IE 1: Unit 2
L 1: Unit 8
LES 1: Units 7, 8
MAE 1: Lessons 8, 9, 11
OPG: # 1, 2, 22
PE: Chapter 1- Lesson 1
R 1: # 1
R 2: # 2, 4, 5, 12, 16
RLEG 1: Units 4, 6, 8
SBS 1: Chapters 1, 6, 9 - 11
SPIC 1: Units 33-35, 42 - 44, 47, 48

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Tense, simple present continued:

TEA 1: Introductory Lesson, Units 7, 8
TGH: #2 - 4, 8, 24, 25
UAUEG: Chapter 1
V 1: Units 3, 6
WFTS:
WOC: Ex. 129, 131, 147 - 152
WP: Unit 5
WS: Chapter 6
WW: Units 1, 2 and Activity Bank

___ Imperative, including negation (Look out! Stop! No smoking.)

C 1: Units 9, 10
E-FA: Chapters 3, 4, 6, 8
EOC 1: Unit 5
FT 1A: Unit 3
G 1
G 2
GE: # 31
GIC 1: Lesson 3
MAE 1: Lesson 12
RLEG 1: Unit 4
SBS 2: Chapters 3, 7
SPIC 1: Unit 21
TEA 1: Unit 8
TGH: # 31
V 1: Units 9, 10

___ Imperative, including negation (Look out! Stop! No smoking.) continued:

WID:
WW: Unit 2

___ Tense, present continuous

BCFE: Units 8, 9
BEG: Chapter 3
C 1: Units 5, 6
CWT: Units 1, 3
E-FA: Chapters 2, 6
EGTA: Page 24
EOC 1: Unit 11
FT 1A: Unit 2
G 1
GE: # 26
GIA 1: Units 11 - 13, 23
GIA 2: Units 2, 10
GIC 1: Lesson 5
IE 1: Units 5, 7
L 1: Units 1, 4 - 6
LES 1: Unit 5
MAE 2: Lessons 6, 7
OPG: # 1, 2
PE: Chapter 1 - Lesson 1
RLEG 1: Units 2, 3, 6
SBS 1: Chapters 3, 6
SPIC 1: Units 13 - 15

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Tense, present continuous continued:

SPIC 3: Unit 8
TEA 1: Unit 6
TGH: # 26
UAUEG: Chapter 1
V 1: Unit 5
WFTS
WOC: Ex. 147
WP: Units 3, 10
WTTP: Chapter 3

___ Subject - Verb Agreement

EOC 1: Unit 2
GG: 1.14
GIA 1: Units 7, 20, 21
IE 1: Units 2, 4
LE 1: Unit 7
PE: Appendix 1
SBS 1: Chapter 11
UAUEG: Chapter 5
WID

___ Present participle

BEG: Chapter 3
L 1: Unit 6
R 2: # 6, 8, 13, 15

CONJUNCTIONS AND PUNCTUATION

___ And, but (Happy, but tired)

BCFE: Unit 4
BEG: Chapter 11
C 2: Unit 2
EGTA: Page 44
GE: # 10
GIA 1: Unit 24
GIC 1: Lesson 4
IE 1: Unit 7
PE: Appendix 1
TGH: # 10
V 1: Unit 6
WOC: Ex . 123
WS: Chapters 1, 2

WORD ORDER

___ S V --- Subject + verb = complete sentence
GE: # 1
TGH: # 1
WID
WOC: Ex. 6, 7, 9, 16 - 18, 22, 23, 29 - 31, 83, 84

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Resource Reference List

LEVEL ONE

RESOURCES:

- Basic Composition For ESL
- Basic English Grammar
- Can We Talk?
- Composition Practice, Book 1
- Crossroads, Book 1
- Crossroads, Book 2
- English Grammar Through Actions
- English On Call, Level 1
- Expeditions Into English-Listening and Speaking 1
- Expressways Foundations A
- Expressways Foundations B
- Fast Track, 1A
- Fast Track, 1B
- Grammar Exercises, Part 1
- Grammar Games
- Grammar In Action, Book 1
- Grammar In Action, Book 2
- Grammar In Context, Book 1
- Grammarwork, Book 1
- Grammarwork, Book 2
- Idea Exchange, Book 1
- Lado English Series, Book 1
- Lifeskills 1
- Modern American English, Book 1
- Modern American English, Book 2
- Modern American English, Book 3
- Oxford Practice Grammar
- Personal Expressions
- Preposition Practice
- Real Life English Grammar, Book 1
- Real Life English Grammar, Book 2
- Remembering, Book 1
- Remembering, Book 2
- Side By Side, Level 1
- Structure Practice In Context, Book 1
- Structure Practice In Context, Book 2
- Structure Practice In Context, Book 3
- The English Advantage, Level 1A
- The Grammar Handbook, Part 1
- Understanding and Using English Grammar
- Vistas, Book 1
- Word Plays
- Write From The Start
- Write On Cue
- Write Soon!
- Write To The Point!
- Writing It Down
- Writing Practical English, Book 3
- Writing Workout

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL TWO

ADJECTIVES

___ Adjective + noun (good book)*

C 2: Unit 9
E-FA: Chapters 7, 8
E-FB: Chapter 14
EGTA: Page 25
EIE W1: Unit 3
FT 1B: Unit 3
G 1
LES 1: Unit 4
MAE 1: Lesson 4
RLEG 1: Unit 6
SBS 1: Chapters 5, 7
SPIC 1: Unit 12
TEA 1: Units 3,4
TS
UAUEG: Appendix 1 - Unit A
V 1: Unit 3
WOC: Ex. 86

___ Demonstrative (this book)*

BEG: Chapter 1
C 1: Unit 2
E-FA : Chapter 4
E-FB: Chapter 14
EGTA: Page 22
FT 1A: Unit 3
FT 1B: Unit 3
G 1
GE: #41
GIC 1: Lesson 1
MAE 1: Lessons 2,3
OPG: # 69
RLEG 1: Unit 3
SBS 1: Chapter 8
SPIC 1: Units 19, 20
TEA 1: Unit 11
TGH: # 41

___ Of Nationality (He's Chinese.)*

EIE 1: Unit 2
EIE R 1: Unit 2
GE: # 44
L 1: Units 1, 6
MAE 3: Lesson 2
R 1: # 12, 13
TGH: # 44

ADJECTIVES continued:

___ Indefinite quantifiers (any, many, much, some, a lot)

BEG: Chapter 5
C 2: Unit 6
CP: Units 8, 9

___ Indefinite quantifiers (any, many, much, some, a lot) continued:

EGTA: Pages 34, 55
EIE 1: Unit 4
FT 1B: Units 1, 2
G 1
G 2
GE: # 40, 47
GG: 1.2
GIC 1: Lesson 8
MAE 1: Lesson 7
OPG: # 57,72-74
RLEG 1: Units 5, 7
SPIC 1: Units 36, 38
SPIC 2: Units 23-25
TEA 1: Units 13, 21, 28
TGH: # 40,47
TS
UAUEG: Chapter 5
V 1: Units 4, 9
WIE 2: Chapter 5
WOC: Ex. 130, 132-135
WPE 3: Chapter 2

ADVERBS

___ Of time (today, tomorrow, tonight, last week)*

BEG: Chapter 8
C 1: Unit 7
E-FA: Chapters 6, 8, 9
FT 2A: Unit 6
GIA 1: Unit 18
GIC 1: Lesson 9
IE 1: Unit 3
L 1: Unit 3
SBS 1: Chapters 14, 16
SBS 2: Chapter 4
UAUEG: Appendix 1 - Unit A
V 1: Unit 10
V 2: Unit 1

___ Intensifiers (very, too, enough, so)*

BEG: Chapter 9
E-FA: Chapter 7
G 1
OPG: # 47,66, 91 - 93
RLEG 4: Unit 1
S Com: Unit 8
SBS 2: Chapter 10
SPIC 2: Units 13, 15, 16
TEA 1: Unit 34

ADVERBS continued:

___ Of frequency (always, sometimes, never)

BEG: Chapter 4
C 2: Unit 10
CP: Units 3, 4
EGTA: Page 65
EIE 1: Unit 5
EOC 1: Unit 12

___ Of frequency (always, sometimes, never) continued:

FT 1A: Unit 6
G 1
G 2
GE # 49
GIA 2: Unit 9
GIC 1: Lesson 2
IE 1: Unit 3
ITAW: Chapter 2
OPG : # 2
RLEG 1: Unit 5
RLEG 2: Unit 9
S Com: Unit 8
SBS 1: Chapter 11
SPIC 1: Units 1, 46
TEA 1: Units 24, 25
TGH: # 49
V 1: Unit 8
WP: Units 5, 10

___ Of manner (easily)

E-FB: Chapter 15
EGTA: Page 43
G 2
GE: # 48
GIC 1: Lesson 6
OPG: # 85
RLEG 2: Unit 5
S Com: Unit 8
SBS 2: Chapter 8
SPIC 2: Units 12, 14
TEA 1: Unit 17
TGH: # 48
V 1: Unit 7

ARTICLES

___ Indefinite (a, an)*

C 1: Unit 4
E-FA: Chapter 4
EGTA: Page 26
FT 1B: Unit 1
G 1
GE: #39
GG: 1.5, 2.18
GIA 2: Unit 1
GIC 1: Lessons 1, 7, Appendix A

ARTICLES continued:

___ Indefinite (a, an)* continued

LES 1: Unit 4
MAE 1:Lesson 4
OPG: # 57, 62, 63, 65
RLEG 1: Unit 2
SBS 1: Chapters 7,8
SPIC 1: Units 7, 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TEA 1: Unit 10
TGH: # 39
UAUEG: Appendix 1 - Unit D
V 1: Unit 2
WOC: Ex. 36, 37, 99
WP: Unit 1

___ Definite (the)*

E-FA: Chapter 4
EGTA: Page 26
G 1
GE: # 38
GIC 1: Lesson 7, Appendix A
LE 1: Unit 4
MAE 1: Lesson 4
OPG: # 57, 62-65, 67
SPIC 1: Unit 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TGH: # 38
UAUEG: Appendix 1 - Unit D
V 1: Unit 4

BE

___ Be + adjective (She is smart.)*

BEG: Chapter 1
C 1: Unit 18
E-FB: Chapters 15, 17
EGTA: Page 25
EIE 1: Unit 3
EIE W1: Unit 3
GIA 1: Unit 3
GIC 1: Lesson 1
L 1: Units 1, 4
LES 1: Unit 1
RLEG 1: Unit 6
SBS 1: Chapters 5, 12
SPIC 1: Unit 4
TEA 1: Unit 31
UAUEG: Appendix 1 - Unit A
WOC: Ex . 6-8
WTTP: Chapter 2

BE continued:

___ Contractions (I'm, he's)*

BEG: Chapter 1
C 1: Units 1 - 4
C 2: Unit 2
E-FA: Chapters 1-3
E-FB: Chapter 10
EIE 1: Unit 3
EIE W 1: Unit 1
EOC 1: Unit 1
FT 1A: Units 1,2
GE: # 8
GIA 1: Unit 1
GIA 2: Unit 1
GIC: Lesson 1
L 1: Units 1,2
LES 1: Units 2, 9
MAE 1: Lesson 3

___ Contractions (I'm, he's)* continued:

OPG: # 20
RLEG 1: Unit 1
SBS 1: Chapter 2
SPIC 1: Unit 3
SPIC 2: Unit 5
TGH: #8
UAUEG: Appendix 1 - Unit A
V 1: Units 1,2
WIE 2: Chapter 12
WOC: Ex . 8, 17, 18, 26, 27
WP: Units 1, 10
WS: Chapters 1, 3

___ Present tense (am, is, are)*

BEG: Chapters 1, 2
C 1: Units 1 - 4
C 2: Unit 1
CP 1: Unit 1
E-FA: Chapters 1-3
E-FB: Chapter 10
EIE W 1: Units 1, 2
EOC 1: Units 1, 15
FT 1A: Units 1,2
G 1
GE: # 22
GIA 1: Units 1, 2
GIA 2: Unit 1
GIC 1: Lesson 1
IE 1: Unit 1
L 1: Units 1,2
LES 1: Units 1-4
MAE 1: Lessons 1-3
MAE 2: Lesson 1
MAE 3: Lesson 1
RLEG 1: Unit 1
SBS 1: Chapter 1
SPIC 1: Units 1,5,6

BE continued:

___ Present tense (am, is, are)* continued:

TEA 1: Unit 1
TGH: # 22
UAUEG: Appendix 1 - Unit A
V 1: Units 1-3
WIE 2: Chapters 1, 8
WOC: Ex. 25-27, 41-45, 88
WP: Units 1, 10
WS: Chapters 1,

___ Past tense (was, were)

BEG: Chapter 2
C 2: Units 7, 8
EGTA: Page 27
G 1
G 2
GE: # 23
GIA 2: Unit 16
GIC 1: Lesson 9
MAE 2: Lesson 9
R 1: # 1, 2
RLEG 1: Unit 10
SBS 1: Chapter 17
SPIC 1: Unit 54
TEA 1: Units 3, 16
TGH: # 23
V 2: Unit 4
WP: Unit 7
WTTP: Chapter 7

NOUNS

___ Single / plural (egg, eggs;*

ACLAE: Unit 4
BEG: Chapter 5
C 1: Unit 3
E-FA: Chapters 4,7,8
EGTA: Page 35
G 1
G 2
GE: # 11,12
GG: 4.4
GIA 1: Unit 2
GIC 1: Lesson 3
L 1: Unit 3
LES 1: Units 2, 9
LWTE 3: Lesson 15
MAE 1: Lesson 2
OPG: # 60, 61
R 1: # 8
R 2: # 11
RLEG 1: Unit 5
SBS 1: Chapter 7
SPIC 1: Units 8-11, 52
TEA 1: Unit 2
TGH: # 11,12

NOUNS continued:

___ Single / plural (egg, eggs)* continued:

UAUEG: Chapter 5
V 1: Units 2,5
WOC: Ex. 28, 81
WP: Unit 2

___ Count / non count (I like orange juice. I like cookies.)

BEG: Chapter 5
C 2: Unit 6
E-FA: Chapters 4, 6
E-FB: Chapter 13
EGTA: Page 77
FT 1B: Unit 1
G 1
GE: # 13
GIA 1: Unit 16
GIC 1: Lessons 7, 8
MAE 1: Lesson 7
OPG: # 57, 58
RLEG 1: Unit 5
SBS 2: Chapter 2, 3
SPIC 1: Unit 37
TEA 1: Unit 13
TGH: # 13
UAUEG: Chapter 5
V 1: Unit 9
WOC: Ex. 120, 127
WS: Chapter 2
WTTP: Chapter 3

___ Partitives - measure words (gallon of milk, loaf of bread, etc.)

E-FB: Chapter 13
EIE 1: Unit 8
G 2
GIC 1: Lesson 8
L 1: Unit 5
OPG: # 57
RLEG 1: Unit 5
SBS 2: Chapter 3
SPIC 1: Unit 37
UAUEG: Chapter 5
V 1: Unit 9

NUMBERS

___ Cardinal (two rooms)*

C 1: Units 2 - 4
EIE 1: Unit 2
FT 1A: Units 1-5
GE: # 42
L 1: Units 1,2
LES 1: Unit 9
R 1: # 1, 6
SPIC 1: Unit 24
TEA 1: Unit 35

NUMBERS continued:

___ Cardinal (two rooms)* continued:

TEA 1: Units 4, 5
TGH: # 42
V 1: Introductory Unit, 2

___ Ordinal (on the second floor)

C 1: Units 4, 9
E-FA: Chapter 7
E-FB: Chapter 14
EIE 1: Units 2, 12
FT 1A: Unit 2
FT 1B: Unit 5
GE: # 42
GIA 2: Unit 1
R 1: # 2
SPIC 1: Unit 26
TEA 1: Units 8, 12, 21
TGH: # 42
V 1: Introductory Unit, Unit 4

PREPOSITIONS

___ For, to, with, from, by *

CP 1: Unit 4
G 2
GIA 1: Unit 4
IE 1: Unit 6
IE 1: Unit 6
PP: #12-14
R 1: # 9, 10
TEA 1: Units 1, 14
UAUEG: Appendix 1
V 1: Unit 1
WS: Chapters 4, 5

___ Prepositional phrases of place (in, on, under, at, on top of, etc.)*

C 1: Units 3, 4
C 2: Units 2, 8
CP 1: Unit 6
E-FA: Chapters 3,6-8
E-FB: Chapter 12
EGTA: Page 47
EIE 1: Units 6, 8
EIE R 1: Unit 6
EIE W1: Units 3, 6
EOC 1: Unit 2
FT 1A: Unit 4
FT 1B: Units 1, 6
G 1
G 2
GE: # 51
GG: 4.1
GIA 1: Units 1, 8, 9
GIA 2: Units 1, 2
GIC 1: Lesson 1

PREPOSITIONS continued:

___ Prepositional phrases of place (in, on, under, at, on top of, etc.)* continued:

IE 1: Unit 6
ITAW: Chapter 3
L1: Units 3, 5
OPG: # 94, 95
PP: # 1 - 4
R 1: # 10, 12
RLEG 1: Unit 3
RLEG 2: Unit 10
SBS 1: Chapters 6,7
SPIC 1: Units 16, 51, 59
TEA 1: Units 15, 24
TGH: # 51
UAUEG: Appendix 1
V 1: Units 4-6
WOC: Ex. 90-95, 100, 102, 112-115
WP: Units 3, 6, 10
WS: Chapters 3, 4
WW: Unit 1

___ Prepositional phrases of time (at, from, by, on, in, etc.)*

C 2: Unit 4
E-FB: Chapter 12
EGTA: Page 46
EIE 1: Unit 5
FT 1A: Units 4,5
G 1
G 2
GE: # 50
GIA 1: Units 10, 20
GIA 2: Unit 2
GIC 1: Lesson 2
IE 1: Unit 6
L 1: Unit 3
OPG: # 96
PP: # 9 - 11
SBS 2: Chapter 12
SPIC 1: Unit 25
TEA 1: Units 12, 31
TGH: # 50
UAUEG: Appendix 1
V 1: Unit 6
WP: Units 6, 10

___ Prepositional phrases of direction (out of, into, toward)*

BCFE: Unit 1
C 2: Unit 2
EIE W1: Unit 3
FT 1A: Unit 2
G 2
GE: # 52
PP: # 5-8
SBS 2: Chapter 7
TGH: # 52
UAUEG: Appendix 1

PRONOUNS

___ Object (him, her)*

BEG: Chapter 10
C 2: Unit 8
E-FA: Chapter 8
E-FB: Chapters 10, 12, 18
EGTA: Page 16
EOC 1: Unit 10
FT 1B: Unit 3
G 1
GE: # 16, 17
GIA 1: Unit 18
GIA 2: Unit 5
GIC 1: Lessons 3, 4, 11
LES 1: Unit 6
MAE 1: Lesson 12
MAE 2: Lesson 13
OPG: # 75, 79
PE: Appendix 2
R 2: # 7, 10
RLEG 1: Unit 7
RLEG 2: Units 5, 6
SBS 1: Chapter 11
SBS 2: Chapter 1
SPIC 1: Unit 22
TGH: # 16,17
UAUEG: Chapter 5, Appendix 1 - Unit A
V 2: Unit 3
WOC: Ex .156 - 159
WP: Units 6, 10
WS: Chapter 4

___ Possessive (his, hers)*

BEG: Chapter 11
EIE 1: Unit 6
EOC 1: Unit 7
G 2
GE: # 18
GIA 2: Unit 3
GIC 1: Lesson 4
MAE 2: Lesson 13
OPG: # 70
PE: Appendix 2
RLEG 1: Unit 5
SBS 2: Chapter 5
SPIC 1: Unit 30
TEA 1: Units 9, 11
TGH: # 18
UAUEG: Chapter 5, Appendix 1 - Unit A

___ Subject (she, I)*

BEG: Chapter 10
C 2: Unit 1
E-FA: Chapter 2
E-FB: Chapter 18
EGTA: Page 18
EIE W 1: Unit 4

PRONOUNS continued:

___ Subject (she, I)* continued:

EOC 1: Unit 1
GE: # 15
GIA 2: Unit 5
GIC 1: Lesson 4
L 1: Unit 4
MAE 1: Lessons 1, 2
OPG: # 75,79
PE: Appendix 2
R 2: # 7, 10
RLEG 1: Unit 1
SBS 1: Chapter 2
SBS 3: Chapter 1
SPIC 1: Unit 2
TEA 1: Introductory Lesson
TGH: # 15
UAUEG: Chapter 5, Appendix 1 - Unit A
V 1: Unit 1
WOC: Ex. 17, 18, 121, 122, 157, 158
WP: Units, 6, 10
WS: Chapters 2, 3, 4

___ Indefinite (some / any, anything/ something, nothing)

BEG: Chapter 10
GIC 1: Lesson 8
LWTE 3: Lesson 15
SPIC 2: Unit 17
UAUEG: Chapter 5, Appendix 1 - Unit A

___ Compound (some, any, no, every + thing, body, one, where)

BEG: Chapter 10
G 2
GIA 2: Unit 15
OPG: # 72, 80
RLEG 2: Unit 6
RLEG 3: Unit 6
V 2: Unit 2
WPE 3: Chapter 10

___ One, ones (Do you want these ones?)

G 2
GIC 1: Lesson 8
MAE 3: Lesson 8
TEA 1: Units 10, 11, 20
V 2: Unit 3

IMPERSONAL SUBJECT

___ It (It's nice today.)*

BEG: Chapter 2
EIE 1: Units 5, 12
GE: # 20
GIA 1: Unit 14
ITAW: Chapter 3

IMPERSONAL SUBJECT continued:

___ It (It's nice today.)* continued:

MAE 1: Lesson 8
OPG: #70, 76
RLEG 3: Unit 1
SPIC 1: Unit 32
TEA 1: Unit 2
TGH: # 20

___ There is, There are*

BEG: Chapter 6
C 1: Unit 4
CP 1: Units 2, 4 - 6
E-FA: Chapters 3,4
EGTA: Page 45
EOC 1: Unit 2
FT 1B: Unit 2
G 1
GE: # 21
GIA 1: Units 15, 16
GIC 1: Lessons 1, 3
IE 1: Unit 2
ITAW: Chapter 3
L 1: Unit 6
LES 1: Unit 9
MAE 1: Lessons 6,7
MAE 2: Lesson 2
OPG: # 76
RLEG 1: Unit 7
SBS 1: Chapter 7
SPIC 1: Unit 40
TEA 1: Units 5,13
TGH: # 21
UAUEG: Chapter 5
V 1: Unit 4
V 2: Unit 4
WOC: Ex. 104 - 107
WP: Unit 4
WS: Chapter 3
WTTP: Chapter 2
WW: Unit 1

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability) (I can speak English.)*

BEG: Chapter 9
C 2: Unit 7
CWT: Unit 7
E-FA: Chapters 5, 6, 8, 9
ECE: Unit 1
EOC 1: Unit 13
FT 1B: Units 3, 6
G 1
GE: # 34
GIA 1: Unit 24
GIC 1: Lesson 6

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Can (ability) (I can speak English.)* continued:

GIC 2: Lesson 3
L 1: Units 8, 9
MAE 2: Lesson 12
OPG: # 28
PE: Appendix 2
RLEG 1: Unit 9
SBS 1: Chapter 13
SPIC 1: Units 49, 50
TEA 1: Unit 17
TGH: # 34
UAUEG: Chapter 2
V 2: Unit 7

___ Can (ability) (I can speak English.)* continued:

WIE 2: Chapters 3, 10
WPE 3: Chapter 3
WS: Chapter 5
WW: Unit 4

___ Do (We do live in the country. Do you know him?)*

C 1: Unit 5
EGTA: Page 81
GIA 1: Unit 21
GIC 1: Lessons 2, 3
OPG: # 52

___ Be able to (I am able to go.)

BEG: Chapter 9
FT 1B: Unit 6
GIC 2: Lesson 3
MAE 3: Lesson 4
OPG: # 28
SBS 2: Chapter 10

___ Could (past ability - Yesterday I could see it.)

BEG: Chapter 9
E-FA: Chapter 8
FT 1B: Unit 4
GIA 2: Unit 20
GIC 2: Lesson 3
OPG: # 28
SBS 2: Chapter 10
SPIC 2: Units 4, 6
SPIC 3: Unit 10
UAUEG: Chapter 2

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Have to (I have to leave now.)

BEG: Chapter 6
C 2: Unit 3

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Have to (I have to leave now.) continued:

E-FA: Chapter 9
E-FB: Chapters 11, 14
GIA 2: Units 12, 20
L 1: Unit 9
RLEG 1: Unit 8
RLEG 4: Unit 1
SBS 1: Chapter 13
SPIC 1: Unit 53
SPIC 2: Unit 47
SPIC 3: Unit 9
TS
UAUEG: Chapter 2
V 1: Unit 8
WW: Unit 4

___ Can / may (permission) (Can / may I smoke?)

E-FA: Chapter 5
E-FB: Chapters 12, 13
EOC 1: Unit 13
FT 1A: Unit 3
G 2
GE: # 35
GIA 2: Unit 11
GIC 1: Lesson 6
MAE 2: Lesson 12
OPG: # 29
RLEG 3: Unit 9
SPIC 2: Unit 8
TEA 1: Unit 20
TGH: # 35
WIE 2: Chapter 14
WPE 3: Chapter 3

___ Will (polite requests) (Will you call? Will you open the door?)

GE: # 33
SPIC 2: Unit 41

QUESTIONS AND PUNCTUATION

___ "Wh- questions" (who, what, where, when, how much, how many ?)"

BEG: Chapters 4, 7,10
C 1: Units 1-3, 5, 9
CWT: Unit 6
E-FA: Chapters 1-3, 7, 9
E-FB: Chapter 10
EGTA: Pages 32, 42
EIE 1: Units 1,3
EOC 1: Units 3, 6, 11, 13, 14
FT 1A: Units 2, 3, 5
FT 1B: Units 1, 2, 5
G 1
G 2
GE: # 5 - 7

QUESTIONS AND PUNCTUATION continued:

___ "Wh- questions" (who, what, where, when, how much, how many ?)* continued:

GIA 1: Units 4, 8, 13, 14, 22
GIA 2: Units 1, 2, 8
GIC 1: Lesson 1-3
L 1: Units 1, 2, 4, 5, 7, 9, 10
LES 1: Unit 5
MAE 1: Lessons 2, 4, 6, 9,14
MAE 2: Lesson 11
OPG: # 22
RLEG 1: Units 2 - 4
RLEG 2: Unit 7
SBS 1: Chapters 1, 2, 9,16
SPIC 1: Units 17, 18, 45
SPIC 2: Unit 62
TEA 1: Units 1, 4, 5, 7, 9, 10, 12
TGH: # 5 - 7
UAUEG: Appendix 1 - Unit B
V 1: Units 1-5, 7-9
V 2: Unit 2
WFTS
WID
WIE 2: Chapters 1, 2, 4, 6
WOC: Ex. 60 - 63, 82, 87
WP: Units 2, 4, 6, 9

___ Yes / no questions (Do you have a job?)*

C 1: Units 2, 6, 7
E-FA: Chapter 2
E-FB: Chapter 10
EGTA: Page 42
EIE 1: Unit 1
EOC 1: Units 13, 14
FT 1A: Units 1, 2, 4
FT 1B: Unit 2
G 1
GE: # 3
GIA 1: Units 3,12, 15, 21
GIA 2: Units 1, 2, 8,10
GIC 1: Lesson 1
L 1: Units 1, 2, 4, 5, 7, 9, 10
LES 1: Units 1, 2, 4, 5, 8, 9
RLEG 1: Units 1, 3, 4
RLEG 2: Unit 7
SBS 1: Chapters 5, 10, 16
SPIC 2: Unit 7
TEA 1: Units 4,17
TGH: # 3
UAUEG: Appendix 1 - Unit B
V 1: Units 2, 4 - 6, 8
WFTS
WOC: Ex. 47 - 52, 85, 148, 149, 152
WP: Units 4-6

___ "Wh- questions" (which, whose, why, how?)

CWT: Unit 6
FT 1B: Unit 5

QUESTIONS AND PUNCTUATION continued:

___ "Wh- questions" (which, whose, why, how?) continued:

G 2
GE: # 6
GIA 2: Units 16, 19
GIC 1: Lesson 4
L 1: Unit 10
MAE 1: Lesson 11
MAE 3: Lesson 7
RLEG 1: Unit 10
RLEG 2: Unit 9
SPIC 1: Units 61, 62
TEA 1: Units 9, 11
TGH: # 6
WIE 2: Chapter 8

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present*

BEG: Chapter 4
C 1: Units 7 - 10
C 2: Unit 2
CP: Units 2, 4 - 7
CWT: Unit 4
E - FA: Chapters 3 - 6
E-FB: Chapter 10
ECE: Unit 1
EGTA: Pages 16, 30
EIE 1: Unit 5
EOC 1: Units 5, 6,12, 15
FT 1A: Units 1 - 6
G 1
G 2
GE: # 2 - 4, 8, 24, 25
GG: 1.14, 4.1,2.11, 3.2, 3.7
GIA 1: Units 20 - 23
GIA 2: Units 7, 8, 10
GIC 1: Lesson 2
IE 1: Units 2, 8
ITAW: Chapter 2
L 1: Units 8, 10
LES 1: Units 7, 8
MAE 1: Lessons 8, 9, 11
MAE 3: Lesson 2
OPG: # 1-3, 15, 22
PE: Chapter 1- Lesson 1
R 1: # 1, 4
R 2: # 2, 4, 5, 12, 16
RLEG 1: Units 4, 6, 8
SBS 1: Chapters 1, 6, 9 - 12
SBS 2: Chapter 1
SPIC 1: Units 33-35, 42 - 44, 47, 48
TEA 1: Introductory Lesson, Units 7, 8, 10
TGH: #2 - 4, 8, 24, 25
TS
UAUEG: Chapter 1
V 1: Units 3, 6, 8
V 2: Unit 1

VERB TENSES (Affirmative, Negative, Interrogative,Short Answers, Contractions) continued:

___ Tense, simple present* continued:

WFTS
WIE 2: Chapter 3
WOC: Ex. 129, 131, 147 - 152
WP: Unit 5
WS: Chapter 6
WW: Units 1, 2, and Activity Bank

___ Imperative, including negation (Look out! Stop! No smoking.)*

BCFE: Unit 1
C 1: Units 9, 10
C 2: Unit 5
E-FA: Chapters 3, 4, 6, 8
E-FB: Chapters 12 - 15
ECE: Unit 1
EIE W 1: Unit 8
EOC 1: Unit 5
FT 1A: Unit 3
G 1
G 2
GE: # 31
GIC 1: Lessons 3, 10
MAE 1: Lesson 12
RLEG 1: Unit 4
SBS 2: Chapters 3, 7
SPIC 1: Unit 21
TEA 1: Units 8, 13, 16
TGH: # 31
TS
V 1: Units 9, 10
WID
WIE 2: Chapters 9, 13
WW: Unit 2

___ Tense, present continuous*

BCFE: Units 8, 9
BEG: Chapter 3
C 1: Units 5, 6
CP 1: Units 8, 9
E-FA: Chapters 2, 6
E-FB: Chapters 11, 15
ECE: Unit 1
EGTA: Page 24
EOC 1: Units 11, 12, 15
FT 1A: Units 2, 6
G 1
G 2
GE: # 26
GG: 3.1, 3.6
GIA 1: Units 11 - 13, 23
GIA 2: Units 2, 10
GIC 1: Lesson 5
IE 1: Units 5, 7
ITAW: Chapter 3
L 1: Units 1, 4 - 6, 9

VERB TENSES (Affirmative, Negative, Interrogative,Short Answers, Contractions) continued:

___ Tense, present continuous* continued:

LES 1: Unit 5
MAE 2: Lessons 6, 7
OPG: # 1-3, 15
PE: Chapter 1 - Lesson 1
RLEG 1: Units 2, 3, 6
SBS 1: Chapters 3, 6,12
SPIC 1: Units 13 - 15
SPIC 3: Unit 8
TEA 1: Units 6, 12, 15
TGH: # 26
TS
UAUEG: Chapter 1
V 1: Units 5, 8, 10
V 2: Unit 1
WFTS
WIE 2: Chapter 3
WOC: Ex. 147
WP: Units 3, 10
WS: Chapter 4
WTTP: Chapter 3

___ Tense, future (going to, will)

BEG: Chapter 8
C 2: Unit 5
E-FA: Chapter 9
E-FB: Chapters 11, 12, 14, 15
ECE: Unit 1
EGTA: Pages 36,37
EIE 1: Unit 5
EOC 1: Units 14, 15
FT 1B: Unit 5
G 2
GE: # 29, 30
GIA 1: Units 17 -19
GIA 2: Units 4, 5, 24
GIC 1: Lesson 5
L 1: Units 7, 8
MAE 2: Lessons 8, 11
OPG: # 13, 14
PE: Chapter 1 - Lesson 1
RLEG 1: Unit 1
RLEG 2: Unit 5
SBS 1: Chapter 14
SBS 2: Chapter 4
SPIC 1: Unit 31
SPIC 2: Unit 40
TEA 1: Units 22, 28, 30
TGH: # 29, 30
TS
UAUEG: Chapter 1
WFTS
WID
WIE 2: Chapter 6
WS: Chapter 5
WTTP: Chapter 5

VERB TENSES (Affirmative, Negative, Interrogative,Short Answers, Contractions) continued:

___ Tense, simple past

BEG: Chapter 7
C 2: Units 3, 4
CP 1: Unit 10
CWT: Units 4,5
E-FA: Chapters 5, 8, 9
E-FB: Chapters 14, 15
EGTA: Pages 23, 30
EOC 1: Units 8, 15
FT 2A: Units 3, 6
G 1
G 2
GE: # 27
GG: 2.2, 2.11, 3.11, 4.3, 5.5
GIA 2: Units 17-19, 24
GIC 1: Lesson 9
IE 1: Units 8-10
MAE 1: Lessons 13, 14
OPG: # 5, 6
PE: Chapter 2 - Lesson 1
R 1: #1, 2, 4, 7, 11
R 2: # 2, 3, 14, 15, 17
RLEG 1: Unit 9
RLEG 3: Unit 6
SBS 1: Chapters 15, 16
SPIC 1: Unit 57
TEA 1: Units 28, 29, 31
TGH: # 27
TS
UAUEG: Chapter 1
V 2: Units 1, 2
WFTS
WID
WIE 2: Chapter 11
WP: Units 8, 9
WTTP: Chapter 7
WW: Unit 3, Activity Bank

___ Subject - Verb Agreement*

EOC 1: Unit 2
GG: 1.14
GIA 1: Units 7, 20, 21
IE 1: Units 2, 4
ITAW: Chapter 1
LES 1: Unit 7
OPG: # 59, 60
PE: Appendix 1
R 1: # 2, 3, 5, 13
SBS 1: Chapter 11
TS
UAUEG: Chapter 5
WID
WIE 2: Chapters 2, 7

VERB TENSES (Affirmative, Negative, Interrogative,Short Answers, Contractions) continued:

___ Present participle*

BEG: Chapter 3
FT 2A: Unit 4
GIC 1: Lesson 10
L 1: Unit 6
R 2: # 6, 8, 13, 15

___ Regular / Irregular Verbs

BEG: Chapter 7
E-FB: Chapters 14, 15, 17
EOC 1: Unit 8
FT 2A: Units 3, 6
G 2
GE: # 28
GG: 1.2, 1.3, 1.9, 5.1, 5.3
GIA 2: Unit 18
GIC 1: Lesson 9, Appendix C
GIC 2: Appendix C
MAE 1: Lesson 14
PE: Appendix 2
R 1: # 11
R 2: # 17
RLEG 2: Unit 10
SBS 1: Chapters 15, 16
SPIC 1: Units 55, 56
TEA 1: Units 29, 31
TGH: # 28
TS
UAUEG: Chapter 1
WIE 2: Chapter 11
WP: Units 8, 9
WTTP: Chapter 7

COMPARISONS (ADJECTIVES)

___ - er (larger than)

BCFE: Unit 4
BEG: Chapter 11
C 2: Unit 9
CWT: Units 3,4,6
E-FB: Chapter 14
EGTA: Page 38
EIE 1: Unit 8
FT 1B: Unit 3
G 2
GE: # 45
GG: 4.1, 4.2
GIA 2: Unit 13
GIC 1: Lesson 12
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86,87
RLEG 2: Unit 1
S Com: Unit 8

COMPARISONS (ADJECTIVES) continued:

___ - er (larger than) continued:

SBS 2: Chapter 5
SPIC 2: Units 26, 27
TEA 1: Unit 23
TGH: # 45
WTTP: Chapter 6
WW: Unit 4

___ More...than (more beautiful than)

BCFE: Unit 4
BEG: Chapter 11
CWT: Unit 7
E-FB: Chapter 14
EGTA: Page 40
EIE 1: Unit 8
FT 1B: Unit 3
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIC 1: Lesson 12
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5
SPIC 2: Units 28, 35
TEA 1: Unit 32
TGH: # 45
WW: Unit 4

___ Less...than (less expensive than)

BEG: Chapter 11
EGTA: Page 40
EIE 1: Unit 8
GG: 4.1, 4.2
GIC 1: Lesson 12
L 1: Unit 5
LWTE 3: Lesson 15
RLEG 3: Unit 3
SPIC 2: Unit 35
TEA 1: Unit 32

CONJUNCTIONS AND PUNCTUATION

___ And, but (Happy, but tired)*

BCFE: Units 1,4
BEG: Chapter 11
C 2: Unit 2
CP 1: Units 7, 10
EGTA: Page 44
EIE 1: Unit 10
EIE W 1: Units 4, 7

CONJUNCTIONS AND PUNCTUATION continued:

___ And, but (Happy, but tired)* continued:

G2
GE: # 10
GIA 1: Unit 24
GIC 1: Lesson 4
GIC 2: Lesson 4
IE 1: Unit 6
ITAW: Chapter 2
PE: Appendix 1, Chapter 2 - Lesson 1
TGH: # 10
V 1: Unit 6
WOC: Ex . 123
WS: Chapters 1, 2
WTTP: Chapter 3

___ Or (apples or oranges, a dime or two nickels)

EGTA: Page 44
EIE 1: Unit 9
GE: # 10
GIA 1: Unit 4
GIC 1: Lessons 1, 2
ITAW: Chapter 2
TGH: # 10
V 1: Unit 4
WOC: Ex. 65, 66, 76

___ Because, and (I stayed home because I was sick.)

BCFE: Unit 3
CP 1: Units 7, 10
EIE W 1: Unit 7
G2
IE 1: Unit 6
V 1: Unit 8
WIE 2: Chapter 8
WS: Chapter 2
WTTP: Chapter 3

WORD ORDER AND PATTERNS

___ Verb + infinitive (He wanted to work.)

BEG: Chapter 6
E-FA: Chapters 7, 9
E-FB: Chapter 12
ECE: Unit 1
EIE 1: Unit 3
G1
GG: 4.3
GIA 2: Unit 23
GIC 1: Lesson 6
GIC 2: Lesson 7, Appendix B
MAE 1: Lessons 11, 12
OPG: # 50
PE: Chapter 1, Lesson 2
RLEG 1: Unit 8

WORD ORDER AND PATTERNS continued:

___ Verb + infinitive (He wanted to work.) continued:

RLEG 3: Unit 1
SBS 1: Chapter 14
SBS 2: Chapter 1
SBS 3: Chapter 7
SPIC 2: Unit 9
SPIC 3: Unit 39
TEA 1: Unit 16, 19, 25
UAUEG: Chapter 4
V 1: Unit 10
WP: Unit 6
WW: Unit 5

___ SVO Subject + Verb + Object (direct)

GIC 1: Lesson 11
OPG: # 19

OTHER GRAMMATICAL POINTS

___ Interjections (Ouch! Hey! Oh!)

TEA 1: Unit 37

___ Double negatives

UAUEG: Appendix 1 - Unit C

___ Complete sentences and punctuation (? ! . ,)

EYE 2: Ex. 15 - 24
L 1: Unit 1
WPE 3: Chapter 4
WW: Unit 5
EIE W 1: Units 1, 2, 5, 6

___ Transitive / Intransitive Verbs

OPG: # 19

___ Have / Have got (I have a car. I have got a car.)

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

Resource Reference List

LEVEL TWO

RESOURCES:

A "Cloze" Look At English
Basic Composition For ESL
Basic English Gramm
Can We Talk?
Composition Practice, Book 1
Crossroads, Book 1
Crossroads, Book 2
English Grammar Through Actions
English On Call, Level 1
Everyday Consumer English
Exercising Your English, Book 2
Expeditions Into English-Listening and Speaking 1
Expeditions Into English-Reading 1
Expeditions Into English-Writing1
Expressways Foundations A
Expressways Foundations B
Fast Track, 1A
Fast Track, 1B
Fast Track, 2A
Grammar Exercises, Part 1
Grammar Games
Grammar In Action, Book 1
Grammar In Action, Book 2
Grammar In Context, Book 1
Grammar In Context, Book 2
Grammarwork, Book 1
Grammarwork, Book 2
Idea Exchange, Book 1
Introduction To Academic Writing
Lado English Series, Book 1
Laubach Way To English, Skill Book 3
Lifeskills 1
Modern American English, Book 1
Modern American English, Book 2
Modern American English, Book 3
Oxford Practice Grammar
Personal Expressions
Preposition Practice
Real Life English Grammar, Book 1
Real Life English Grammar, Book 2
Real Life English Grammar, Book 3
Remembering, Book 1
Remembering, Book 2
Sentence Combination
Side By Side, Level 1
Side By Side, Level 2

RESOURCES continued:

Side By Side, Level 3
Structure Practice In Context, Book 1
Structure Practice In Context, Book 2
Structure Practice In Context, Book 3
Ten Steps
The English Advantage, Level 1A
The Grammar Handbook, Part 1
Understanding And Using English Grammar
Vistas, Book 1
Vistas, Book 2
Word Plays
Working in English, Book 2
Write From The Start
Write On Cue
Write Soon!
Write To The Point!
Writing It Down
Writing Practical English, Book 3
Writing Workout

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL THREE

ADJECTIVES

___ Adjective + noun (good book) **

ACLAE: Unit 9
C 2: Unit 9
E 2: Chapters 4, 7, 9
E-FA: Chapters 7, 8
E-FB: Chapter 14
EGTA: Page 25
EIE W1: Unit 3
FT 1B: Unit 3
G 1
LES 1: Unit 4
LWTE 3: Lessons 7, 14
MAE 1: Lesson 4
NHIE 3: Unit 9
RLEG 1: Unit 6
SBS 1: Chapters 5, 7
SPIC 1: Unit 12
TEA 1: Units 3,4
TS
UAUEG: Appendix 1 - Unit A
V 1: Unit 3
WOC: Ex. 86

___ Indefinite quantifiers (any, many, much, some, a lot)*

ACLAE: Unit 5
BEG: Chapter 5
C 2: Unit 6
CP: Units 8, 9
ECE: Unit 4
EGTA: Pages 34, 55
EIE 1: Unit 4
FT 1B: Units 1, 2
G 1
G 2
GE: # 40, 47
GG: 1.2
GIC 1: Lesson 8
MAE 1: Lesson 7
MAE 2: Lessons 2, 9
OPG: # 57,72-74
RLEG 1: Units 5, 7
SPIC 1: Units 36, 38
SPIC 2: Units 23-25
TEA 1: Units 13, 21, 27, 28
TGH: # 40,47
TS
UAUEG: Chapter 5
V 1: Units 4, 9

ADJECTIVES continued:

___ Indefinite quantifiers (any, many, much, some, a lot)* continued:

V 2: Unit 10
WOC: Ex. 130, 132-135
WPE 3: Chapter 2
WS: Chapter 6

___ Position and ordering

EIE W 1: Unit 9
G 2
GE: # 43
GG: 2.4
NHIE 3: Unit 9
OPG: # 81
S Com: Unit 8
TGH: # 43

___ Transitive adjectives (fond of, related to)

LWTE 3: Lesson 14
OPG: # 83
PP: # 15-18
TS
WPE 3: Chapter 7

ADVERBS

___ Of time (today, tomorrow, tonight, last week)**

BEG: Chapter 8
C 1: Unit 7
C 3: Unit 5
E 2: Chapters 10, 12
E-FA: Chapters 6, 8, 9
E-FB: Chapters 10, 11, 14
FT 2A: Unit 6
GIA 1: Unit 18
GIC 1: Lesson 9
IE 1: Unit 3
L 1: Unit 3
NHIE 3: Unit 3
SBS 1: Chapters 14, 16
SBS 2: Chapter 4
SBS 3: Chapter 3
UAUEG: Appendix 1 - Unit A
V 1: Unit 10
V 2: Unit 1

___ Of frequency (always, sometimes, never)* (once, twice, etc.)

BEG: Chapter 4
C - IYR: Chapter 9
C 2: Unit 10
CP: Units 3, 4
EGTA: Page 65
EIE 1: Units 5, 10
EIE R 1: Unit 10
EIE W 1: Unit 5

ADVERBS continued:

___ Of frequency (always, sometimes, never)* (once, twice, etc.) continued:

EOC 1: Unit 12
EYE 1: Ex. 41
FT 1A: Unit 6
G 1
G 2
GE # 49
GIA 2: Unit 9
GIA 3: Unit 12
GIC 1: Lesson 2
I 2000 - 3: Units 5, 6
IE 1: Unit 3
ITAW: Chapter 2
LWTE 3: Lessons 2, 7
NHIE 3: Unit 2
OPG : # 2
RLEG 1: Unit 5
RLEG 2: Unit 9
RLEG 3: Unit 7
S Com: Unit 8
SBS 1: Chapter 11
SPIC 1: Units 1, 46
TEA 1: Units 24, 25, 29, 35
TGH: # 49
UAUEG: Appendix 1 - Unit A
V 1: Unit 8
WP: Units 5, 10

___ Of manner (easily)*

C 3: Unit 7
E-FB: Chapter 15
EGTA: Page 43
G 2
GE: # 48
GIC 1: Lesson 6
OPG: # 85
RLEG 2: Unit 5
S Com: Unit 8
SBS 2: Chapter 8
SPIC 2: Units 12, 14
TEA 1: Unit 17
TGH: # 48
UAUEG: Appendix 1 - Unit A
V 1: Unit 7
WS: Chapter 7

___ Of time (already / yet, for / since)

E 2: Chapters 5, 6
EGTA: Page 70
G2
GIA 3: Units 11, 13
LWTE 3: Lesson 5
MAE 3: Lesson 8
OPG: # 97
SBS 2: Chapter 12
SBS 3: Chapter 5

ADVERBS continued:

___ Of time (already / yet, for / since) continued:

SPIC 1: Unit 58
SPIC 2: Units 19, 21
WIE 2: Chapter 15

___ Of time (ago)

GIC 1: Lesson 9
OPG: # 97
SPIC 1: Unit 58
TEA 1: Unit 39

ARTICLES

___ Indefinite (a, an)**

ACLAE: Unit 4
C 1: Unit 4
E-FA: Chapter 4
EGTA: Page 26
FT 1B: Unit 1
G 1
GE: #39
GG: 1.5, 2.18
GIA 2: Unit 1
GIC 1: Lessons 1, 7, Appendix A
LES 1: Unit 4
MAE 1:Lesson 4
OPG: # 57, 62, 63, 65
RLEG 1: Unit 2
SBS 1: Chapters 7,8
SPIC 1: Units 7, 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TEA 1: Unit 10
TGH: # 39
UAUEG: Appendix 1 - Unit D
V 1: Unit 2
WOC: Ex. 36, 37, 99
WP: Unit 1
WS: Chapter 6
WTTP: Chapter 3

___ Definite (the)**

ACLAE: Unit 4
E-FA: Chapter 4
EGTA: Page 26
G 1
GE: # 38
GIC 1: Lesson 1, Appendix A
LE 1: Unit 4
MAE 1: Lesson 4
OPG: # 57, 62-65, 67
SPIC 1: Unit 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TGH: # 38

ARTICLES continued:

___ Definite (the)** continued:

UAUEG: Appendix 1 - Unit D
V 1: Unit 4
WS: Chapter 6
WTTP: Chapter 3

BE

___ Past tense (was, were)*

BEG: Chapter 2
C 2: Units 7, 8
CWT: Unit 14
EGTA: Page 27
FT 2A: Unit 2
G 1
G 2
GE: # 23
GIA 2: Unit 16
GIC 1: Lesson 9
MAE 2: Lesson 9
MAE 3: Lesson 1
R 1: # 1, 2
RLEG 1: Unit 10
RLEG 2: Unit 4
SBS 1: Chapter 17
SPIC 1: Unit 54
TEA 1: Units 3, 16
TGH: # 23
UAUEG: Appendix 1 - Unit A
V 2: Unit 4
WP: Unit 7
WS: Chapter 7
WTTP: Chapter 7

NOUNS

___ Count / non count (I like orange juice. I like cookies.)*

ACLAE: Unit 4
BEG: Chapter 5
C 2: Unit 6
E 2: Units 4, 9
E-FA: Chapters 4, 6
E-FB: Chapter 13
ECE: Unit 4
EGTA: Page 77
FT 1B: Unit 1
G 1
G 2
GE: # 13
GIA 1: Unit 16
GIC 1: Lessons 7, 8
MAE 1: Lesson 7
MAE 2: Lesson 2
OPG: # 57, 58
RLEG 1: Unit 5
SBS 2: Chapters 2, 3, 11

NOUNS continued:

___ Count / non count (I like orange juice. I like cookies.)* continued:

SPIC 1: Unit 37
TEA 1: Unit 13
TGH: # 13
UAUEG: Chapter 5
V 1: Unit 9
WOC: Ex. 120, 127
WS: Chapter 2
WTTP: Chapter 3

___ Partitives - measure words (gallon of milk, loaf of bread, etc.)*

C 3: Unit 4
E 2: Units 4, 9
E 3A: Chapter 6
E-FB: Chapter 13
EIE 1: Unit 8
G 2
GIC 1: Lesson 8
L 1: Unit 5
OPG: # 57
RLEG 1: Unit 5
SBS 2: Chapter 3
SPIC 1: Unit 37
UAUEG: Chapter 5
V 1: Unit 9

___ Possessive ('s - Tran's pencil)

BEG: Chapter 5
E-FB: Chapter 18
EGTA: Page 31
EIE 1: Unit 3
EIE W 1: Unit 3
EOC 1: Unit 7
FT 1B: Unit 6
G 1
G 2
GE: # 14
GIA 1: Unit 6
GIA 2: Unit 3
GIC 1: Lesson 4
LE 1: Unit 10
LES 1: Unit 10
MAE 1: Lesson 9
OPG: # 71
R 1: # 3
R: # 1
SBS 1: Chapter 5
SPIC 1: Units 27, 28
TEA 1: Unit 7
TGH: # 14
UAUEG: Chapter 5
V 1: Unit 3
WP: Units 2, 10

NOUNS continued:

___ Gerunds (I like working.)

E 2: Chapters 9 - 11, 14
GG: 3.8
GIA 3: Unit 19
GIC 2: Lesson 7, Appendix B
LWTE 3: Lessons 5, 6
NHIE 3: Unit 1
PE: Chapter 1-Lesson 2
RLEG 3: Unit 1
SBS 3: Chapter 7
SPIC 2: Unit 54
SPIC 3: Unit 37
TEA 1: Unit 35
UAUEG: Chapter 4
WPE 3: Chapter 1

___ Agent nouns (He is a good driver.)

ACLAE: Unit 6
G 1
SBS 2: Chapter 8
WOC: Ex. 12, 13

NUMBERS

___ Ordinal (on the second floor)*

C 1: Units 4, 9
EIE 1: Unit 2
FT 1A: Units 1-5
GE: # 42
GIA 2: Unit 1
L 1: Units 1,2
LES 1: Unit 9
LWTE 3: Lesson 9
NHIE 3: Unit 4
R 1: # 1, 6
SPIC 1: Unit 26
TEA 1: Unit 35
TEA 1: Units 4, 5
TGH: # 42
V 1: Introductory Unit, 2
WS: Chapter 8

PREPOSITIONS

___ For, to, with, from, by **

CP 1: Unit 4
EGTA: Page 32
G 2
GIA 1: Unit 4
IE 1: Unit 6
LWTE 3: Lesson 6
NHIE 3: Units 3, 7
PP: #12-14, 24-27
R 1: # 9, 10
TEA 1: Units 1, 14

PREPOSITIONS continued:

___ For, to, with, from, by ** continued:

UAUEG: Appendix 1
V 1: Unit 1
WS: Chapters 4, 5, 8
WW: Unit 5

___ Prepositional phrases of place (in, on, under, at, on top of, etc.)**

C - IYR: Chapter 10
C 2: Units 2, 8
CP 1: Unit 6
E 2: Chapters 6, 7, 8
E-FA: Chapters 3,6-8
E-FB: Chapter 12
ECE: Unit 4
EGTA: Pages 32, 47
EIE 1: Units 6, 8
EIE R 1: Unit 6
EIE W1: Units 3, 6
EOC 1: Unit 2
FT 1A: Unit 4
FT 1B: Units 1, 6
G 1
G 2
GE: # 51
GG: 4.1
GIA 1: Units 1, 8, 9
GIA 2: Units 1, 2
GIC 1: Lesson 1
IE 1: Unit 6
ITAW: Chapter 3
L1: Units 3, 5
LWTE 3: Lesson 8, 19, 20
NHIE 3: Units 7, 10
OPG: # 94, 95
PP: # 1 - 4, 24-27
R 1: # 10, 12
RLEG 1: Unit 3
RLEG 2: Unit 10
SBS 1: Chapters 6,7
SPIC 1: Units 16, 51, 59
TEA 1: Units 15, 24
TGH: # 51
UAUEG: Appendix 1
V 1: Units 4-6
WOC: Ex. 90-95, 100, 102, 112-115
WP: Units 3, 6, 10
WS: Chapters 3, 4
WW: Units 1, 5

___ Prepositional phrases of time (at, from, by, on, in, etc.)**

C 2: Unit 4
E-FB: Chapters 12, 15, 18
EGTA: Pages 32, 46
EIE 1: Unit 5
FT 1A: Units 4,5
G 1

PREPOSITIONS continued:

___ Prepositional phrases of time (at, from, by, on, in, etc.)** continued:

G 2
GE: # 50
GIA 1: Units 10, 20
GIA 2: Unit 2
GIC 1: Lesson 2
I 2000 - 3: Units 2, 7
IE 1: Unit 6
IE 1: Unit 6
L 1: Unit 3
LWTE 3: Lessons 1, 19
NHIE 3: Units 3, 10
OPG: # 96
PP: # 9 - 11, 24-27
SBS 2: Chapter 12
SPIC 1: Unit 25
TEA 1: Units 12, 31
TGH: # 50
UAUEG: Appendix 1
V 1: Unit 6
WP: Units 6, 10
WW: Unit 5

___ Phrasal prepositions (in favor of, instead of, in spite of)

OPG: # 51, 118

PRONOUNS

___ Object (him, her)**

BEG: Chapter 10
C 2: Unit 8
E 2: Unit 4
E 3 A: Chapter 8
E-FA: Chapter 8
E-FB: Chapters 10, 12, 18
EGTA: Page 16
EOC 1: Unit 10
FT 1B: Unit 3
G 1
GE: # 16, 17
GIA 1: Unit 18
GIA 2: Unit 5
GIC 1: Lessons 3, 4, 11
I 2000 - 3: Unit 12
LES 1: Unit 6
MAE 1: Lesson 12
MAE 2: Lesson 13
OPG: # 75, 78, 79
PE: Appendix 2
R 2: # 7, 10
RLEG 1: Unit 7
RLEG 2: Units 5, 6
RLEG 4: Unit 2
SBS 1: Chapter 11
SBS 2: Chapters 1, 13
SBS 3: Chapter 1

PRONOUNS continued:

___ Object (him, her)** continued:

SPIC 1: Unit 22
TEA 1: Unit 33
TGH: # 16,17
UAUEG: Chapter 5, Appendix 1 - Unit A
V 2: Unit 3
WOC: Ex. 156 - 159
WP: Units 6, 10
WS: Chapter 4

___ Possessive (his, hers)**

BEG: Chapter 11
C 3: Unit 10
EIE 1: Unit 6
EOC 1: Unit 7
G 2
GE: # 18
GIA 2: Unit 3
GIC 1: Lesson 4
I 2000 - 4: Unit 9
MAE 2: Lesson 13
NHIE 3: Unit 6
OPG: # 70, 78
PE: Appendix 2
RLEG 1: Unit 5
SBS 2: Chapters 5, 13
SBS 3: Chapter 3
SPIC 1: Unit 30
TEA 1: Units 9, 11
TGH: # 18
UAUEG: Chapter 5, Appendix 1 - Unit A
V 2: Unit 9

___ Indefinite (some / any, anything/ something, nothing)*

BEG: Chapter 10
GIC 1: Lesson 8
LWTE 3: Lessons 8, 15
NHIE 3: Unit 10
SBS 2: Chapter 13
SPIC 2: Unit 17

___ Compound (some, any, no, every + thing, body, one, where)*

BEG: Chapter 10
G 2
GIA 2: Unit 15
I 2000 - 3: Unit 5
LWTE 3: Lesson 8
OPG: # 72, 80
RLEG 2: Unit 6
RLEG 3: Unit 6
SBS 2: Chapter 13
TEA 1: Unit 27
V 2: Unit 2
WPE 3: Chapter 10

PRONOUNS continued:

___ One, ones (Do you want these ones?)*

C 3: Unit 8
E 2: Chapters 7, 16
G 2
GIC 1: Lesson 8
MAE 3: Lesson 8
TEA 1: Units 10, 11, 20
V 2: Unit 3

___ Reflexive (herself, himself)

E 2: Chapter 11
E-FB: Chapter 15
EGTA: Page 68
GIC 1: Lesson 11
LWTE 3: Lessons 5, 6
MAE 3: Lesson 11
OPG: # 77,78
RLEG 3: Unit 8
RLEG 4: Unit 8
SBS 2: Chapters 9, 13
SPIC 3: Unit 1
TEA 1: Units 17, 19, 34
UAUEG: Chapter 5
WPE 3: Chapter 6

IMPERSONAL SUBJECT

___ It (It's nice today.)**

BEG: Chapter 2
GE: # 20
GIA 1: Unit 14
GIC 2: Lesson 7
ITAW: Chapter 3
LWTE 3: Lesson 2
MAE 1: Lesson 8
MAE 2: Lesson 4
OPG: #70, 76
RLEG 3: Unit 1
RLEG 4: Unit 5
SPIC 1: Unit 32
TGH: # 20

___ There is, There are**

BEG: Chapter 6
C 1: Unit 4
CP 1: Units 2, 4 - 6
CWT: Units 12, 14
E-FA: Chapters 3,4
EGTA: Page 45
EOC 1: Unit 2
FT 1B: Unit 2
G 1
GE: # 21
GIA 1: Units 15, 16
GIC 1: Lessons 1, 3

IMPERSONAL SUBJECT continued:

___ There is, There are** continued:

I 2000 - 3: Unit 4
IE 1: Unit 2
ITAW: Chapter 3
L 1: Unit 6
LES 1: Unit 9
MAE 1: Lessons 6,7
MAE 2: Lesson 2
OPG: # 76
RLEG 1: Unit 7
SBS 1: Chapter 7
SPIC 1: Unit 40
TEA 1: Units 5,13
TGH: # 21
UAUEG: Chapter 5
V 1: Unit 4
V 2: Unit 4
WOC: Ex. 104 - 107
WP: Unit 4
WS: Chapter 3
WTTP: Chapter 2
WW: Unit 1

___ General You / One (You can't smoke on the bus.)

E 2: Chapter 14
E-FB: Chapter 16
TEA 1: Units 10, 34, 35
UAUEG: Chapter 5

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions)

___ Can (ability) (I can speak English.)**

BEG: Chapter 9
C - 1YR: Chapters 1, 7
C 2: Unit 7
C 3: Unit 7
CWT: Units 14, 16
E 2: Chapters 5, 8, 9, 11
E-FA: Chapters 5, 6, 8, 9
E-FB: Chapters 10, 11
ECE: Unit 1
EOC 1: Unit 13
FT 1B: Units 3, 6
G 1
GE: # 34
GIA 1: Unit 24
GIC 1: Lesson 6
GIC 2: Review Lesson, Appendix A, Lesson 3
L 1: Units 8, 9
LWTE 3: Lesson 16
MAE 2: Lesson 12
NHIE 3: Unit 5
OPG: # 20-22, 25, 28
PE: Appendix 2
RLEG 1: Unit 9

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Can (ability) (I can speak English.)** continued:

SBS 1: Chapter 13
SPIC 1: Units 49, 50
TEA 1: Unit 17
TGH: # 34
UAUEG: Chapter 2
V 2: Units 7, 9
WIE 2: Chapters 3, 10
WPE 3: Chapter 3
WS: Chapter 5
WW: Unit 4

___ Do (We do live in the country. Do you know him?)**

C 1: Unit 5
EGTA: Page 81
FT 2 A: Unit 5
G 1

___ Do (We do live in the country. Do you know him?)** continued:

GIA 1: Unit 21
GIA 3: Unit 17
GIC 1: Lessons 2, 3
GIC 2: Lesson 4
I 2000 - 3: Unit 4
LWTE 3: Lesson 7
NHIE 3: Unit 2
OPG: # 52
SBS 4: Chapter 9
SPIC 3: Unit 60

___ Be able to (I am able to go.)*

BEG: Chapter 9
FT 1B: Unit 6
GIC 2: Lesson 3
LWTE 3: Lesson 24 A
MAE 3: Lesson 4
OPG: # 28
SBS 2: Chapter 10

___ Could (past ability - Yesterday I could see it.)*

BEG: Chapter 9
E 2: Chapters 5, 6, 11
E-FA: Chapter 8
EFAC 2: Chapter 3
FT 1B: Unit 4
GIA 2: Unit 20
GIC 2: Appendix A, Lesson 3
LWTE 3: Lesson 16
NHIE 3: Unit 5
OPG: # 20 - 22, 25, 28
SBS 2: Chapter 10
SPIC 2: Units 4, 6
SPIC 3: Unit 10

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Could (past ability - Yesterday I could see it.)* continued:

UAUEG: Chapter 2
V 2: Unit 10
WS: Chapter 7
WTTP: Chapter 8

___ Have to (I have to leave now.)*

BEG: Chapter 6
C 2: Unit 3
E 2: Chapter 10
E-FA: Chapter 9
E-FB: Chapters 11, 14, 16, 18
ECE: Unit 3
G 2
GIA 2: Units 12, 20
GIA 3: Unit 10
GIC 2: Lesson 3, Appendix A
L 1: Unit 9
LWTE 3: Lesson 3
NHIE 3: Unit 5
OPG: # 20 - 22, 25, 31, 32
RLEG 1: Unit 8
RLEG 4: Unit 1
SBS 1: Chapter 13
SPIC 1: Unit 53
SPIC 2: Unit 47
SPIC 3: Unit 9
TEA 1: Unit 39
TS
UAUEG: Chapter 2
V 1: Unit 8
V 2: Units 7, 10
WTTP: Chapter 8
WW: Unit 4

___ Can / may (permission) (Can / may I smoke?)*

E 2: Chapters 5, 8, 9, 11
E-FA: Chapter 5
E-FB: Chapters 12, 13
EOC 1: Unit 13
FT 1A: Unit 3
FT 1B: Unit 4
G 2
GE: # 35
GIA 2: Unit 11
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
LWTE 3: Lesson 5
MAE 2: Lesson 12
OPG: # 20 - 22, 25, 29
RLEG 3: Unit 9
SPIC 2: Unit 8
TEA 1: Units 20, 34
TGH: # 35
WIE 2: Chapter 14

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Can / may (permission) (Can / may I smoke?)* continued:

WPE 3: Chapter 3

___ Will (polite requests) (Will you call? Will you open the door?)*

E 2: Chapters 8, 11
GE: # 33
GIC 2: Appendix A
OPG: # 20 - 22, 25
SPIC 2: Unit 41

___ May / could / might (possibility - There ...... be a problem.)

BEG: Chapter 8
E 2: Chapters 6, 10
E-FB: Chapters 10, 11, 17
GG: 2.10
GIA 3: Units 9, 17
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
OPG: # 20 - 22, 25, 30
RLEG 2: Unit 7
RLEG 3: Unit 9
SBS 2: Chapter 4
SPIC 2: Units 42, 43
UAUEG: Chapter 2
WIE 2: Chapters 10, 14
WPE 3: Chapter 3
WTTP: Chapter 5

___ Should (advice - You should get a job.)

BCFE: Unit 1
BEG: Chapter 8
CWT: Unit8
E 2: Chapters 6, 10
E-FA: Chapter 6
E-FB: Chapters 10, 14 - 16, 18
ECE: Unit 2
EIE 1: Unit 11
GIA 2: Unit 21
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
LWTE 3: Lesson 14
MAE 2: Lesson 12
OPG: # 20 - 22, 25
RLEG 2: Unit 8
SBS 2: Chapters 5, 11
SPIC 2: Unit 45
SPIC 3: Unit 46
UAUEG: Chapter 2
WIE 2: Chapter 7
WTTP: Chapter 8

___ Must (You must stop that.)

BEG: Chapter 8

MODAL VERBS (Auxiliaries/helping verbs, including affirmatives, negatives, interrogatives, short answers, contractions) continued:

___ Must (You must stop that.) continued:

E 2: Chapters 6, 10, 14
ECE: Unit 3
FT 1B: Unit 4
GG: 2.10
GIA 3: Unit 10
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
LWTE 3: Lesson 11
MAE 2: Lesson 12
OPG: # 20 - 22, 25, 31, 32
RLEG 4: Unit 1
SBS 2: Chapter 11
SPIC 2: Unit 47
UAUEG: Chapter 2
WPE 3: Chapter 5
WTTP: Chapter 8
WW: Unit 4

___ Indirect commands with "Let's / Let's not...)

BEG: Chapter 8
G 1
G 2
GE: # 32
GIC 1: Lesson 3
MAE 3: Lesson 12
RLEG 1: Unit 4
SPIC 2: Unit 38
SPIC 3: Unit 41
TEA 1: Units 8, 26
TGH: # 32
UAUEG: Chapters 2, 4
V 1: Unit 8

___ Used to (previous habit - I used to smoke.)

ACLAE: Unit 7
GIA 3: Unit 5
GIC 2: Lesson 7
OPG: # 50
PSFBC: Unit 11
R 1: # 3
UAUEG: Chapter 2
WIE 2: Chapter 5
WS: Chapter 10

QUESTIONS AND PUNCTUATION

___ "Wh- questions" (who, what, where, when, how much, how many ?)**

BEG: Chapters 4, 7,10
C 1: Units 1 - 3, 5, 9
C3: Unit 1
E 2: Chapters 1-3
E-FA: Chapters 1-3, 7, 9
E-FB: Chapters 10, 17

QUESTIONS AND PUNCTUATION continued:

___ "Wh- questions" (who, what, where, when, how much, how many ?)**continued:

EGTA: Pages 32, 42
EIE 1: Units 1,3
EOC 1: Units 3, 6, 11, 13, 14
FT 1A: Units 2, 3, 5
FT 1B: Units 1, 2, 5
FT 2A: Units 1, 2, 5
G 1
G 2
GE: # 5 - 7
GIA 1: Units 4, 8, 13, 14, 22
GIA 2: Units 1, 2, 8
GIC 1: Lessons 1 - 3
I 2000 - 3: Unit 2
L 1: Units 1, 2, 4, 5, 7, 9, 10
LES 1: Unit 5
MAE 1: Lessons 2, 4, 6, 9,14
MAE 2: Lesson 11
OPG: # 22, 23
RLEG 1: Units 2 - 4
RLEG 2: Unit 7
SBS 1: Chapters 1, 2, 9, 16
SPIC 1: Units 17, 18, 45
SPIC 2: Unit 62
TEA 1: Units 1, 4, 5, 7, 9, 10, 12, 26, 29, 35
TGH: # 5 - 7
UAUEG: Appendix 1 - Unit B
V 1: Units 1-5, 7-9
V 2: Unit 2
WFTS
WID
WIE 2: Chapters 1, 2, 4, 6
WOC: Ex. 60 - 63, 82, 87
WP: Units 2, 4, 6, 9

___ Yes / no questions (Do you have a job?)**

C 1: Units 2, 6, 7
E 2: Chapters 1 -3
E-FA: Chapter 2
E-FB: Chapter 10
EGTA: Page 42
EIE 1: Unit 1
EOC 1: Units 5, 13, 14
FT 1A: Units 1, 2, 4
FT 1B: Unit 2
G 1
GE: # 3
GIA 1: Units 3,12, 15, 21
GIA 2: Units 1, 2, 8,10
GIC 1: Lesson 1
L 1: Units 1, 2, 4, 5, 7, 9, 10
LES 1: Units 1, 2, 4, 5, 8, 9
RLEG 1: Units 1, 3, 4
RLEG 2: Unit 7
SBS 1: Chapters 5, 10, 16
SPIC 2: Unit 7
TEA 1: Units 4,17

QUESTIONS AND PUNCTUATION continued:

___ Yes / no questions (Do you have a job?)** continued:

TGH: # 3
UAUEG: Appendix 1 - Unit B
V 1: Units 2, 4 - 6, 8
WFTS
WOC: Ex. 47 - 52, 85, 148, 149, 152
WP: Units 4-6

___ "Wh- questions" (which, whose, why, how?)*

E-FB: Chapter 17
FT 1B: Unit 5
G 2
GE: # 6
GIA 2: Units 16, 19
GIC 1: Lesson 4
I 2000 - 3: Units 1, 14
L 1: Unit 10
MAE 1: Lesson 11
MAE 3: Lesson 7
OPG: # 24
RLEG 1: Unit 10
RLEG 2: Unit 9
SPIC 1: Units 61, 62
TEA 1: Units 9, 11, 20, 26
TGH: # 6
V 2: Unit 9
WIE 2: Chapter 8

___ Negative Yes / No questions (Don't you know him?)

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions)

___ Tense, simple present**

ACLAE: Unit 1
BEG: Chapters 4, 6
C 1: Units 7 - 10
C 2: Unit 2
CP: Units 2, 4 - 7
CWT: Unit 12
E - FA: Chapters 3 - 6
E 2: Chapters 1, 3
E-FB: Chapter 10
ECE: Units 1, 8
EGTA: Pages 16, 30
EIE 1: Unit 5
EOC 1: Units 5, 6,12, 15
FT 1A: Units 1 - 6
G 1
G 2
GE: # 2 - 4, 8, 24, 25
GG: 1.14,2.11, 3.2, 3.7, 4.1
GIA 1: Units 20 - 23

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Tense, simple present** continued:

GIA 2: Units 7, 8, 10
GIA 3: Unit 3
GIC 1: Lesson 2, Appendix B
GIC 2: Review Lesson
IE 1: Units 2, 8
ITAW: Chapter 2
L 1: Units 8, 10
L 4: Units 4, 5, 8, 11
LES 1: Units 7, 8
MAE 1: Lessons 8, 9, 11
MAE 2: Lesson 3
MAE 3: Lesson 2
NHIE 3: Units 1, 3
OPG: # 1-3, 15, 20 - 22, 25
PE: Chapter 1- Lesson 1
PSFBC: Units 1 - 16
R 1: # 1, 4
R 2: # 2, 4, 5, 12, 16
RLEG 1: Units 4, 6, 8
SBS 1: Chapters 1, 6, 9 - 12
SBS 2: Chapter 1
SBS 3: Chapter 1
SPIC 1: Units 33-35, 42 - 44, 47, 48
TEA 1: Introductory Lesson, Units 7, 8, 10
TGH: #2 - 4, 8, 24, 25
TS
UAUEG: Chapter 1
V 1: Units 3, 6, 8
V 2: Unit 1
WFTS
WIE 2: Chapter 3
WOC: Ex. 129, 131, 147 - 152
WP: Unit 5
WS: Chapter 6
WTTP: Chapter 2
WW: Units 1, 2, and Activity Bank

___ Imperative, including negation (Look out! Stop! No smoking.)**

BCFE: Unit 1
C - IYR: Chapter 7
C 1: Units 9, 10
C 2: Unit 5
E 2: Chapters 3, 4, 8, 12
E-FA: Chapters 3, 4, 6, 8
E-FB: Chapters 12 - 15
ECE: Unit 1
EIE W 1: Unit 8
EOC 1: Unit 5
FT 1A: Unit 3
G 1
G 2
GE: # 31
GIC 1: Lessons 3, 10
MAE 1: Lesson 12
NHIE 3: Units 4, 10

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Imperative, including negation (Look out! Stop! No smoking.)** continued:

OPG: # 20 - 22, 25
RLEG 1: Unit 4
SBS 2: Chapters 3, 7
SPIC 1: Unit 21
TEA 1: Units 8, 13, 16, 34
TGH: # 31
TS
V 1: Units 9, 10
WID
WIE 2: Chapters 9, 13
WTTP: Chapter 4
WW: Unit 2
WW: Unit 2

___ Tense, present continuous**

BCFE: Units 8, 9
BEG: Chapter 3
C 1: Units 5, 6
C 3: Unit 9
CP 1: Units 8, 9
E 2: Chapters 1, 11, 15
E-FA: Chapters 2, 6
E-FB: Chapters 11, 15
ECE: Units 1, 8
EGTA: Page 24
EOC 1: Units 11, 12, 15
FT 1A: Units 2, 6
G 1
G 2
GE: # 26
GG: 3.1, 3.6
GIA 1: Units 11 - 13, 23
GIA 2: Units 2, 10
GIC 1: Lesson 5, Appendix B
GIC 2: Review Lesson
IE 1: Units 5, 7
ITAW: Chapter 3
L 1: Units 1, 4 - 6, 9
LES 1: Unit 5
MAE 2: Lessons 6, 7
MAE 3: Lesson 3
NHIE 3: Units 1, 3, 5, 6
OPG: # 1-3, 15, 20 - 22, 25
PE: Chapter 1 - Lesson 1
PSFBC: Units 2-6, 8, 13, 14
RLEG 1: Units 2, 3, 6
SBS 1: Chapters 3, 6,12
SBS 3: Chapter 1
SPIC 1: Units 13 - 15
SPIC 3: Units 8, 45
TEA 1: Units 6, 12, 15
TGH: # 26
TS
UAUEG: Chapter 1
V 1: Units 5, 8, 10

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Tense, present continuous** continued:

V 2: Unit 1
WFTS
WIE 2: Chapter 3
WOC: Ex. 147
WP: Units 3, 10
WS: Chapter 4
WTTP: Chapter 3

___ Tense, future (going to, will)*

BEG: Chapter 8
C 2: Unit 5
C 3: Unit6
E 2: Chapters 2, 7, 15
E-FA: Chapter 9
E-FB: Chapters 11, 12, 14, 15 - 17
ECE: Units 1, 8
EGTA: Pages 36,37
EIE 1: Unit 5
EOC 1: Units 14, 15
FT 1B: Unit 5
FT 2A: Unit 1
G 2
GE: # 29, 30
GIA 1: Units 17 -19
GIA 2: Units 4, 5, 24
GIA 3: Unit 2
GIC 1: Lesson 5, Appendix B
GIC 2: Review Lesson
I 2000 - 3: Unit 3
L 1: Units 7, 8
MAE 2: Lessons 8, 11
MAE 3: Lesson 3
NHIE 3: Units 4, 8
OPG: # 13, 14, 20 - 22, 25
PE: Chapter 1 - Lesson 1
PSFBC: Units 3, 6, 13
RLEG 1: Unit 1
RLEG 2: Unit 5
SBS 1: Chapter 14
SBS 2: Chapters 1, 4
SPIC 1: Unit 31
SPIC 2: Unit 40
TEA 1: Units 22, 28, 30, 36
TGH: # 29, 30
TS
UAUEG: Chapter 1
V 2: Units 6, 8
WFTS
WID
WIE 2: Chapter 6
WS: Chapter 5
WTTP: Chapter 5

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Tense, simple past*

ACLAE: Unit 2
BEG: Chapter 7
C 2: Units 3, 4
CP 1: Unit 10
CWT: Units 12, 18
E 2: Chapters 1, 2, 3, 5, 8, 14, 15
E-FA: Chapters 5, 8, 9
E-FB: Chapters 10 - 12, 14, 15 - 17
ECE: Unit 2
EGTA: Pages 23, 30
EIE W 1: Unit 11
EOC 1: Units 8, 15
FT 2A: Units 3, 5
G 1
G 2
GE: # 27
GG: 2.2, 2.11, 3.11, 4.3, 5.5
GIA 2: Units 17-19, 24
GIA 3: Units 5, 6
GIC 1: Lesson 9, Appendix B
IE 1: Units 8-10
LWTE 3: Lesson 1
MAE 1: Lessons 13, 14
MAE 2: Lesson 4
MAE 3: Lesson 2
NHIE 3: Units 1 - 4
OPG: # 5 - 7, 20 - 22, 25
PE: Chapter 2 - Lesson 1
PSFBC: Units 9 - 16
R 1: #1, 2, 4, 7, 11
R 2: # 2, 3, 14, 15, 17
RLEG 1: Unit 9
RLEG 2: Unit 4
RLEG 3: Units 6, 9
SBS 1: Chapters 15, 16
SBS 2: Chapters 1, 11
SBS 3: Chapter 2
SPIC 1: Unit 57
TEA 1: Units 28, 29, 31,34
TGH: # 27
TS
UAUEG: Chapter 1
V 2: Units 1, 2
WFTS
WID
WIE 2: Chapters 11, 15
WP: Units 8, 9
WS: Chapter 10
WTTP: Chapter 7
WW: Unit 3, Activity Bank

___ Regular / Irregular Verbs*

BEG: Chapter 7
C 3: Unit 5
E-FB: Chapters 14, 15, 17

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Regular / Irregular Verbs* continued:

EIE W 1: Unit 11
EOC 1: Unit 8
FT 2A: Units 3, 5, 6
G 2
GE: # 28
GG: 1.2, 1.3, 1.9, 5.1, 5.3
GIA 2: Unit 18
GIC 1: Lesson 9, Appendix C
GIC 2: Appendix C
I 2000 - 3: Units 2, 3, 5
LWTE 3: Lessons 1, 5, 7, 20, 21
MAE 1: Lesson 14
NHIE 3: Units 6 - 10
PE: Appendix 2
R 1: # 11
R 2: # 17
RLEG 2: Units 4,10
SBS 1: Chapters 15, 16
SBS 3: Chapter 2
SPIC 1: Units 55, 56
TEA 1: Units 29, 31, 34
TGH: # 28
TS
UAUEG: Chapter 1
WIE 2: Chapters 11, 15
WP: Units 8, 9
WS: Chapter 7
WTTP: Chapter 7

___ Present perfect (past participles)

E 2: Chapters 5, 6, 8, 9, 11, 15
ECE: Units 7, 8
EGTA: Page 49
GG: 1.6, 2.12, 4.5
GIA 3: Units 11 - 13
GIC 2: Lesson 1
LWTE 3: Lessons 2, 5, 8
MAE 3: Lesson 8
NHIE 3: Units 4, 5, 7 - 10
OPG: # 4, 6
PE: Chapter 4 - Lesson 2
PSFBC: Unit 11
RLEG 2: Unit 3
RLEG 3: Unit 9
SBS 3: Chapters 4, 5
SPIC 2: Unit 18
UAUEG: Chapter 1
WIE 2: Chapter 15

___ Past continuous

BEG: Chapter 3
C 3: Unit 10
E 2: Chapter 8
E-FB: Chapter 16

VERB TENSES (Affirmative, Negative, Interrogative, Short Answers, Contractions) continued:

___ Past continuous continued:

ECE: Units 3, 8
EGTA: Page 29
FT 2A: Unit 4
G 2
GG: 2.14
GIA 2: Unit 22
GIA 3: Unit 7
GIC 1: Lesson 10
I 2000 - 3: Unit 4
LWTE 3: Lessons 6, 9
NHIE 3: Unit 1
OPG: # 7
PSFBC: Units 9, 11 - 15
RLEG 3: Unit 3
SBS 2: Chapter 9
SPIC 2: Unit 1
TEA 1: Unit 27
UAUEG: Chapter 1
WS: Chapter 10
WTTP: Chapter 7

___ Future Continuous

OPG: # 16
SBS 2: Chapter 12
UAUEG: Chapter 1

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of time (before, after, when, while, until - He watched while they worked.)

BCFE: Units 1, 3
CP 1: Units 7, 10
EGTA: Page 83
EIE 1: Unit 5
FT 2A: Unit 4
GG: 3.3
GIA 2: Unit 22
GIA 3: Units 4, 6, 7
GIC 1: Lesson 10
I 2000 - 3: Unit 4
LWTE 3: Lesson 4
OPG: # 15, 51
RLEG 3: Unit 8
S Com: Units 11, 12
SPIC 2: Unit 2
SPIC 3: Unit 2
UAUEG: Chapters 6, 8
V 1: Unit 7
WP: Unit 9
WS: Chapter 10
WTTP: Chapter 3

COMPARISONS (Adjectives)

___ - er (larger than)*

BCFE: Unit 4
BEG: Chapter 11
C 2: Unit 9
E 2: Chapter 7
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 38
EIE 1: Unit 8
FT 1B: Unit 3
G 2
GE: # 45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86,87
RLEG 2: Unit 1
S Com: Unit 8
SBS 2: Chapter 5
SPIC 2: Units 26, 27
TEA 1: Unit 23
TGH: # 45
V 2: Units 4, 5
WS: Chapter 8
WTTP: Chapter 6
WW: Unit 4

___ More...than (more beautiful than)*

BCFE: Unit 4
BEG: Chapter 11
C 3: Unit 4
E 2: Chapter 7
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
FT 1B: Unit 3
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 -3: Unit 14
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5

COMPARISONS (Adjectives) continued:

___ More...than (more beautiful than)* continued:

SPIC 2: Units 28, 35
TEA 1: Units 32, 36
TGH: # 45
V 2: Units 4, 5
WS: Chapter 8
WW: Unit 4

___ Less...than (less expensive than)*

BCFE: Unit 4
BEG: Chapter 11
C - IYR: Chapter 11
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
FT 1B: Unit 3
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 -3: Unit 14
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5
SPIC 2: Units 28, 35
TEA 1: Units 32, 36
TGH: # 45
WS: Chapter 8
WW: Unit 4

___ -est (the largest)

BEG: Chapter 12
C 3: Unit 6
E-FB: Chapter 14
ECE: Unit 5
EGTA: Pages 40, 74
EIE 1: Unit 7
FT 2A: Unit 1
G 2
GE: # 46
GIA 2: Unit 14
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
LWTE 3: Lesson 8
MAE 3: Lesson 7
OPG: # 86, 87
RLEG 2: Unit 2

COMPARISONS (Adjectives) continued:

___ -est (the largest) continued:

S Com: Unit 8
SBS 2: Chapter 6
SPIC 2: Units 29, 31
TEA 1: Unit 36
TGH: # 46
V 2: Unit 5
WTTP: Chapter 6

___ the most

BEG: Chapter 12
C3: Unit 9
CWT: Unit 8
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 7
FT 2A: Unit 1
G 2
GE: # 43
GIA 2: Unit 14
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
MAE 3: Lesson 7
OPG: # 86, 87
RLEG 2: Unit 2
RLEG 3: Unit 4
SBS 2: Chapter 6
SPIC 2: Units 30, 36
TEA 1: Unit 36
TGH: # 46
V 2: Unit 5
WTTP: Chapter 6

___ the least

CWT: Unit 8
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
GIA 3: Unit 8
GIC 2: Review Lesson
OPG: # 86, 87
RLEG 3: Unit 4
SPIC 2: Units 30, 36
TEA 1: Unit 36
WTTP: Chapter 6

COMPARISONS (NOUNS)

___ ... like (It works like a dream.)

BEG: Chapter 11
EIE 1: Unit 10
EIE W 1: Unit 10
GIC 1: Lesson 12
WW: Unit 3

COMPARISONS (NOUNS) continued:

___ same ... as (same size as)

BEG: Chapter 11
ECE: Unit 5
GG: 4.2
GIC 1: Lesson 12
SPIC 2: Unit 33
WTTP: Chapter 6

___ different...from (different size from)

BEG: Chapter 11
GG: 4.2
GIC 1: Lesson 12
WTTP: Chapter 6

___ more ... than (more trouble than this)

LWTE 3: Lesson 10

CONJUNCTIONS AND PUNCTUATION

___ Or (apples or oranges, a dime or two nickels)*

EGTA: Page 44
EIE 1: Unit 9
GE: # 10
GIA 1: Unit 4
GIC 1: Lessons 1, 2
ITAW: Chapter 2
TGH: # 10
V 1: Unit 4
WOC: Ex. 65, 66, 76

___ Because, and (I stayed home because I was sick.)*

BCFE: Unit 3
CP 1: Units 7, 10
CWT: Unit 17
EIE W 1: Unit 7
G 2
GIC 2: Lesson 5
I 2000 - 3: Unit 6
IE 1: Unit 6
TEA 1: Units 26, 33
V 1: Unit 8
V 2: Unit 7
WIE 2: Chapter 8
WS: Chapters 2, 7
WTTP: Chapter 3

___ Both ... and (both Paco and Ana)

BCFE: Unit 4
EIE 1: Unit 9
EIE W 1: Unit 10
EOC 1: Unit 5
GIC 1: Lesson 12
UAUEG: Chapter 8
WIE 2: Unit 3

CONJUNCTIONS AND PUNCTUATION continued:

___ Both ... and (both Paco and Ana) continued:

WTTP: Chapter 6
WW: Unit 3

WORD ORDER AND PATTERNS

___ Verb + infinitive (He wanted to work.)*

BEG: Chapter 6
C 3: Unit 7
E 2: Chapters 6, 9 - 11, 14
E-FA: Chapters 7, 9
E-FB: Chapter 12
ECE: Unit 1
EIE 1: Unit 3
G 1
GG: 4.3
GIA 2: Unit 23
GIA 3: Unit 18
GIC 1: Lesson 6
GIC 2: Lesson 7, Appendix B
I 2000 - 3: Unit 2
LWTE 3: Lessons 4, 6
MAE 1: Lessons 11, 12
NHIE 3: Unit 9
OPG: # 50,53
PE: Chapter 1- Lesson 2
RLEG 1: Unit 8
RLEG 3: Unit 1
SBS 1: Chapter 14
SBS 2: Chapter 1
SBS 3: Chapter 7
SPIC 2: Units 9, 11
SPIC 3: Unit 39
TEA 1: Unit 16, 19, 23, 25
UAUEG: Chapter 4
V 1: Unit 10
V 2: Unit 6
WP: Unit 6
WS: Chapter 7
WW: Unit 5

___ SVO Subject + Verb + Object (direct)*

GIC 1: Lesson 11
OPG: # 19
TEA 1: Unit 18

___ Verb + indirect object + object (He gave her the message.)

C 3: Unit 3
GIC 1: Lesson 11
LES 1: Unit 6
OPG: # 68
S Com: Unit 10
TEA 1: Unit 18
WS: Chapter 5

WORD ORDER AND PATTERNS continued:

___ Verb + direct object + to + indirect object (He gave the message to her.)

C 3: Unit 3
GIA 2: Unit 6
GIC 1: Lesson 11
LES 1: Unit 6
OPG: #68
TEA 1: Units 18, 33

___ Verb + direct object + for + direct object (He took the message for her.)

C 3: Unit 3
GIA 2: Unit 6
GIC 1: Lesson 11
LES 1: Unit 6
OPG: #68
TEA 1: Units 18, 33

OTHER GRAMMATICAL POINTS

___ Interjections (Ouch! Hey! Oh!)*

LWTE 3: Lesson 16
TEA 1: Unit 37

___ Complete sentences and punctuation (? ! . ,)*

ACLAE: Unit 8
EIE W 1: Units 1, 2, 5, 6, 8, 9
EYE 2: Ex. 15 - 24
L 1: Unit 1
WPE 3: Chapter 4
WW: Unit 5

___ Exclamatory (What a beautiful car!)

OPG: # 66
TEA 1: Units 15, 19

___ Adjectives + prepositions

GIC 2: Appendix B
TEA 1: Unit 37
UAUEG: Appendix 2

___ Transitive / Intransitive Verbs* and Adjectives (be afraid of, be interested in)

ACLAE: Unit 3
GIC 2: Lesson 7
OPG: # 19, 47 - 50
PP: # 19 - 23
S Con: Chapter 7
TEA 1: Units 6, 19, 23, 32
UAUEG: Chapter 2, Appendix 2
WPE 3: Chapter 7

___ Be used to (accustomed to - I am used to hot weather)

GIC 2: Lesson 7
UAUEG: Chapter 2

OTHER GRAMMATICAL POINTS continued:

___ Be used to (accustomed to - I am used to hot weather) continued.

WPE 3: Chapter 7

___ Two word verbs separable (Take it out.)

ACLAE: Unit 8
E 2: Chapter 8
E-FB: Chapters 10, 11
EIE1: Unit 7
G 2
GG: 1.2
GIC 2: Lesson 10
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9

___ Two word verbs inseparable (Look at it.)

ACLAE: Unit 8
BEG: Chapter 6
E 2: Chapter 8
GG: 1.2
GIC 2: Lesson 10
I 2000 - 3: Unit 6
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9

___ Have / Have got (I have a car. I have got a car.)*

E-FA: Chapter 7
GE: # 36
OPG: # 18
SBS 2: Chapter 11
TGH: # 36

___ How about ... ? - Suggestion

EIE 1: Unit 4
FT 1B: Unit 4
RLEG 4: Unit 1

___ Sequence Words (first, then, next...)

BCFE: Unit 1
E 2: Chapters 4, 8
EIE W 1: Unit 5
ITAW: Chapter 2
WS: Chapter 7
WTTP: Chapter 4

___ Parts of Speech (nouns, verbs, adverbs, etc.)
EYE 2: Ex. 6 - 9
GG: 1.11
OPG: # 55, 56
S Con: Chapter 1
TWC
UAUEG: Appendix 1 - Unit A

RESOURCES:

A "Cloze" Look at English
Basic Composition For ESL
Basic English Grammar
Can We Talk?
Choices: It's Your Right
Composition Practice, Book 1
Crossroads, Book 1
Crossroads, Book 2
Crossroads, Book 3
English For Adult Competency, Book 2
English Grammar Through Actions
English On Call, Level 1
Everyday Consumer English
Exercising Your English, Book 2
Exercising Your English, Book1
Expeditions Into English-Listening and Speaking 1
Expeditions Into English-Reading1
Expeditions Into English-Writing1
Expressways Foundations A
Expressways Foundations B
Expressways, Level 2
Expressways, Level 3 A
Fast Track, 1A
Fast Track, 1B
Fast Track, 2A
Grammar Exercises, Part 1
Grammar Games
Grammar In Action, Book 1
Grammar In Action, Book 2
Grammar In Action, Book 3
Grammar In Context, Book 1
Grammar In Context, Book 2
Grammarwork, Book 1
Grammarwork, Book 2
Idea Exchange, Book 1
Intercom 2000, Book 3
Intercom 2000, Book 4
Introduction To Academic Writing
Lado English Series, Book 1
Laubach Way To English, Skill Book 3
Lifelines 4
Lifeskills 1
Modern American English, Book 1
Modern American English, Book 2
Modern American English, Book 3
New Horizons In English, Book 3
Oxford Practice Grammar
Personal Expressions

RESOURCES continued:

Picture Stories For Beginning Communication
Preposition Practice
Real Life English Grammar, Book 1
Real Life English Grammar, Book 2
Real Life English Grammar, Book 3
Real Life English Grammar, Book 4
Remembering, Book 1
Remembering, Book 2
Sentence Combination
Sentence Construction
Side By Side, Level 1
Side By Side, Level 2
Side By Side, Level 3
Side By Side, Level 4
Structure Practice In Context, Book 1
Structure Practice In Context, Book 2
Structure Practice In Context, Book 3
Ten Steps
The English Advantage, Level 1A
The Grammar Handbook, Part 1
The Writing Challenge
Understanding and Using English Grammar
Vistas, Book 1
Vistas, Book 2
Word Plays
Working InEnglish, Book 2
Write From The Start
Write On Cue
Write Soon!
Write To The Point!
Writing It Down
Writing Practical English, Book 3
Writing Workout

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL FOUR

ADJECTIVES

___ Indefinite quantifiers (any, many, much, some, a lot)**

ACLAE: Unit 5
BEG: Chapter 5
C - IYR: Chapter 5
C 2: Unit 6
CP 1: Units 8, 9
ECE: Unit 4
EFAC 2: Chapter 2
EGTA: Pages 34, 55
EIE 1: Unit 4
FT 1B: Units 1, 2
G 1
G 2
GE: # 40, 47
GG: 1.2
GIC 1: Lesson 8
I 2000 - 3: Units 7, 8, 13
I 2000 - 4: Unit 6
MAE 1: Lesson 7
MAE 2: Lessons 2, 9
OPG: # 57,72-74
RLEG 1: Units 5, 7
SBS 4: Chapter 2
SPIC 1: Units 36, 38
SPIC 2: Units 23-25
TEA 1: Units 13, 21, 27, 28
TGH: # 40,47
TS
UAUEG: Chapter 5
V 1: Units 4, 9
V 2: Unit 10
WOC: Ex. 130, 132-135
WPE 3: Chapter 2
WS: Chapter 6

___ Position and ordering*

EFAC 2: Chapter 6
EIE W 1: Unit 9
G 2
GE: # 43
GG: 2.4
LES 5: Units 7, 9
NHIE 3: Unit 9
OPG: # 81
S Com: Unit 8
TGH: # 43

ADJECTIVES continued:

___ Transitive adjectives (fond of, related to)*

LWTE 3: Lesson 14
OPG: # 83
PP: # 15-18
TS
WPE 3: Chapter 7

___ Participial (I was tired. The movie was interesting.)

ACLAE: Unit 3
GIC 2: Lesson 2
OPG: # 82
RLEG 4: Unit 5
S Com: Units 8, 11
SPIC 3: Unit 34
TWC: Units 2 - 4
UAUEG: Chapter 3
WPE 3: Chapter 15

___ Nouns as modifiers (vegetable soup, flower garden)

ACLAE: Unit 7
EIE W 1: Unit 9
GIC 1: Lesson 6
S Com: Unit 8
SPIC 2: Unit 3
UAUEG: Chapter 5

ADVERBS

___ Of manner (easily)**

E-FB: Chapter 15
EFAC 2: Chapter 6
EGTA: Page 43
EYE 1: Ex. 39
FT 2B: Unit 5
G 2
GE: # 48
GIC 1: Lesson 6
OPG: # 85
RLEG 2: Unit 5
S Com: Unit 8
SBS 2: Chapter 8
SPIC 2: Units 12, 14
TEA 1: Unit 17
TEA 1: Unit 38
TGH: # 48
UAUEG: Appendix 1 - Unit A
V 1: Unit 7
WS: Chapter 7

___ Of time (already / yet, for / since)*(soon, just, still, ever)

C - IYR: Chapter 8
E 2: Chapters 5, 6, 13
EFAC 2: Chapter 3
EGTA: Pages 70, 73,74

ADVERBS continued:

___ Of time (already / yet, for / since)*(soon, just, still, ever) continued:

G2
GIA 3: Units 11, 13, 14
I 2000 - 4: Units 6, 7
LWTE 3: Lesson 5
MAE 3: Lesson 8
OPG: # 90, 97
RLEG 3: Unit 4
SBS 2: Chapter 12
SBS 3: Chapter 5
SPIC 1: Unit 58
SPIC 2: Units 19, 21
SPIC 3: Unit 58
TEA 1: Unit 39
WIE 2: Chapter 15
WPE 3: Chapter 2

___ Of time (ago)*

C - IYR: Chapter 8
GIC 1: Lesson 9
OPG: # 97
SPIC 1: Unit 58
TEA 1: Unit 39

___ Of degree - intensifiers - (very, quite, totally, too, enough, pretty, just, right, so)

C - IYR: Chapter 5
E 2: Chapter 7
FT 2B: Unit 4
GIC 2: Lesson 7
I 2000 - 3: Unit 8
I 2000 - 4: Units 5, 9, 12
LWTE 3: Lesson 19
OPG: #91 - 93
V 2: Unit 10

___ Position and Ordering

OPG: # 89

ARTICLES

___ Indefinite (a, an)***

ACLAE: Unit 4
C 1: Unit 4
E-FA: Chapter 4
EGTA: Page 26
FT 1B: Unit 1
G 1
GE: #39
GG: 1.5, 2.18
GIA 2: Unit 1
GIC 1: Lessons 1, 7, Appendix A
LES 1: Unit 4
MAE 1:Lesson 4
OPG: # 57, 62, 63, 65

ARTICLES continued:

___ Indefinite (a, an)*** continued:

RLEG 1: Unit 2
SBS 1: Chapters 7,8
SPIC 1: Units 7, 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TEA 1: Unit 10
TGH: # 39
UAUEG: Appendix 1 - Unit D
V 1: Unit 2
WOC: Ex. 36, 37, 99
WP: Unit 1
WS: Chapter 6
WTTP: Chapter 3

___ Definite (the)***

ACLAE: Unit 4
E-FA: Chapter 4
EGTA: Page 26
G 1
GE: # 38
GIC 1: Lesson 1, Appendix A
LE 1: Unit 4
MAE 1: Lesson 4
OPG: # 57, 62-65, 67
SPIC 1: Unit 39
SPIC 2: Unit 56
SPIC 3: Unit 42
TGH: # 38
UAUEG: Appendix 1 - Unit D
V 1: Unit 4
WS: Chapter 6
WTTP: Chapter 3

BE

___ Past tense (was, were)**

BEG: Chapter 2
C 2: Units 7, 8
C3: Unit 1
EGTA: Page 27
FT 2A: Unit 2
G 1
G 2
GE: # 23
GIA 2: Unit 16
GIC 1: Lesson 9
MAE 2: Lesson 9
MAE 3: Lesson 1
R 1: # 1, 2
RLEG 1: Unit 10
RLEG 2: Unit 4
SBS 1: Chapter 17
SPIC 1: Unit 54
TEA 1: Units 3, 16
TGH: # 23
UAUEG: Appendix 1 - Unit A

BE continued:

___ Past tense (was, were)** continued:

V 2: Unit 4
WP: Unit 7
WS: Chapter 7
WTTP: Chapter 7

NOUNS

___ Count / non count (I like orange juice. I like cookies.)**

ACLAE: Unit 4
BEG: Chapter 5
C 2: Unit 6
E 2: Units 4, 9
E-FA: Chapters 4, 6
E-FB: Chapter 13
ECE: Unit 4
EFAC 2: Chapter 2
EGTA: Page 77
EYE 1: Ex. 12, 13
FT 1B: Unit 1
G 1
G 2
GE: # 13
GIA 1: Unit 16
GIC 1: Lessons 7, 8
MAE 1: Lesson 7
MAE 2: Lesson 2
OPG: # 57, 58
RLEG 1: Unit 5
SBS 2: Chapter 2, 3,11
SPIC 1: Unit 37
TEA 1: Unit 13
TGH: # 13
UAUEG: Chapter 5
V 1: Unit 9
WOC: Ex. 120, 127
WS: Chapter 2
WTTP: Chapter 3

___ Possessive ('s - Tran's pencil)*

BEG: Chapter 5
E-FB: Chapter 18
EGTA: Page 31
EIE 1: Unit 3
EIE W 1: Unit 3
EOC 1: Unit 7
EYE 1: Ex. 10, 13
FT 1B: Unit 6
G 1
G 2
GE: # 14
GIA 1: Unit 6
GIA 2: Unit 3
GIC 1: Lesson 4
LE 1: Unit 10
LES 1: Unit 10
MAE 1: Lesson 9

NOUNS continued:

___ Possessive ('s - Tran's pencil)* continued:

OPG: # 71
R 1: # 3
R 2: # 1
SBS 1: Chapter 5
SPIC 1: Units 27, 28
TEA 1: Unit 7
TGH: # 14
UAUEG: Chapter 5
V 1: Unit 3
WP: Units 2, 10

___ Gerunds (I like working.)*

E 2: Chapters 9 - 11, 14, 16
EFAC 2: Chapters 3, 7, 9
GG: 3.8
GIA 3: Unit 19
GIC 2: Lesson 7, Appendix B
I 2000 - 4: Unit 11
L 4: Units 2, 11
LWTE 3: Lessons 5, 6
NHIE 3: Unit 1
PE: Chapter 1-Lesson 2
RLEG 3: Unit 1
SBS 3: Chapter 7
SPIC 2: Unit 54
SPIC 3: Unit 37
TEA 1: Unit 35
UAUEG: Chapter 4
WPE 3: Chapter 1

___ Agent nouns (He is a good driver.) *

ACLAE: Unit 6
G 1
SBS 2: Chapter 8
WOC: Ex. 12, 13

___ Possessive with gerund (He didn't like Mary's cooking.)

EYE 1: Ex. 11, 34, 37
UAUEG: Chapter 4

___ Collective nouns (team, family, government)

EIE W 1: Unit 12
EYE 1: Ex. 24, 35
UAUEG: Chapter 5

___ Gerunds as subjects (Driving is stressful.)

E 3A: Chapter 9
EYE 1: Ex. 13, 22
GIC 2: Lesson 7
I 2000 - 4: Unit 6
S Com: Unit 13
SBS 3: Chapter 7

NOUNS continued:

___ Gerunds as subjects (Driving is stressful.) continued:

SPIC 3: Unit 36
UAUEG: Chapter 4
WPE 3: Chapter 1

___ Infinitives as subjects (To find a job isn't easy.)

E 3A: Chapter 9
GIC 2: Lesson 7

PRONOUNS

___ Indefinite (some / any, anything/ something, nothing)**

BEG: Chapter 10
EYE 1: Ex. 25, 36, 37
GIC 1: Lesson 8
LES 5: Unit 3
LWTE 3: Lessons 8, 15
NHIE 3: Unit 10
SBS 2: Chapter 13
SPIC 2: Unit 17
TEA 1: Unit 38

___ Reflexive (herself, himself)*

E 2: Chapter 11
E-FB: Chapter 15
EFAC 2: Chapter 5
EGTA: Page 68
GIC 1: Lesson 11
LWTE 3: Lessons 5, 6
MAE 3: Lesson 11
OPG: # 77,78
RLEG 3: Unit 8
RLEG 4: Unit 8
SBS 2: Chapters 9, 13
SPIC 3: Unit 1
TEA 1: Units 17, 19, 34
UAUEG: Chapter 5
WPE 3: Chapter 6

IMPERSONAL SUBJECT

___ It (It's nice today.)***

BEG: Chapter 2
GE: # 20
GIA 1: Unit 14
GIC 2: Lesson 7
ITAW: Chapter 3
LWTE 3: Lesson 2
MAE 1: Lesson 8
MAE 2: Lesson 4
OPG: #70, 76
RLEG 3: Unit 1
RLEG 4: Unit 5
SPIC 1: Unit 32

IMPERSONAL SUBJECT continued:

___ It (It's nice today.)*** continued:
TGH: # 20

___ There is, There are***

BEG: Chapter 6
C 1: Unit 4
CP 1: Units 2, 4 - 6
E-FA: Chapters 3, 4
EGTA: Page 45
EOC 1: Unit 2
EYE 1: Ex. 23
FT 1B: Unit 2
G 1
GE: # 21
GIA 1: Units 15, 16
GIC 1: Lessons 1, 3
I 2000 - 3: Unit 4
IE 1: Unit 2
ITAW: Chapter 3
L 1: Unit 6
LES 1: Unit 9
MAE 1: Lessons 6,7
MAE 2: Lesson 2
OPG: # 76
PE: Chapter 5 - Lesson 1
RLEG 1: Unit 7
SBS 1: Chapter 7
SPIC 1: Unit 40
TEA 1: Units 5, 13
TGH: # 21
UAUEG: Chapter 5
V 1: Unit 4
V 2: Unit 4
WOC: Ex. 104 - 107
WP: Unit 4
WS: Chapter 3
WTTP: Chapter 2
WW: Unit 1

___ General You / One (You can't smoke on the bus.)*

E 2: Chapter 14
E-FB: Chapter 16
TEA 1: Units 10, 34, 35
UAUEG: Chapter 5

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS)

___ Can / may (permission) (Can / may I smoke?)**

C - FAS: Chapter 4
E 2: Chapters 5, 8, 9, 11
E 3A: Chapter 9
E-FA: Chapter 5
E-FB: Chapters 12, 13
ECE: Unit 6
EFAC 2: Chapters 1, 2, 5

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Can / may (permission) (Can / may I smoke?)** continued:

EOC 1: Unit 13
FT 1A: Unit 3
FT 1B: Unit 4
G 2
GE: # 35
GIA 2: Unit 11
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
LWTE 3: Lessons 5, 16
MAE 2: Lesson 12
MAE 3: Lesson 4
OPG: # 20 - 22, 25, 29
RLEG 3: Unit 9
SPIC 2: Unit 8
TEA 1: Units 20, 34
TGH: # 35
WIE 2: Chapter 14
WPE 3: Chapter 3
WS: Chapter 9

___ Will (polite requests) (Will you call? Will you open the door?)**

E 2: Chapters 8, 11
E 3A: Chapter 9
ECE: Unit 6
GE: # 33
GIC 2: Appendix A
MAE 3: Lesson 4
OPG: # 20 - 22, 25,36
SPIC 2: Unit 41
WS: Chapter 9

___ May / could / might (possibility - There ...... be a problem.)*

BEG: Chapter 8
C - IYR: Chapter 2
C 4: Unit 7
CWT: Unit 15
E 2: Chapters 6, 10, 15
E 3A: Chapter 9
E-FB: Chapters 10, 11, 17
ECE: Unit 6
EFAC 2: Chapters 2, 3, 5, 7
FT 2B: Unit 3
GG: 2.10
GIA 3: Unit 9, 17
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
I 2000 - 3: Unit 9
I 2000 - 4: Units 1, 7
ITAW: Chapter 9
L 4: Unit 8
LWTE 3: Lesson 16
OPG: # 20 - 22, 25, 30
RLEG 2: Unit 7
RLEG 3: Unit 9

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ May / could / might (possibility - There ...... be a problem.)* continued:

SBS 2: Chapter 4
SPIC 2: Units 42, 43
UAUEG: Chapters 2, 10
WIE 2: Chapters 10, 14
WPE 3: Chapter 3
WS: Chapter 9
WTTP: Chapter 5

___ Should (advice - You should get a job.)*

BCFE: Unit 1
BEG: Chapter 8
C - FAS: Chapter 8
C - IYR: Chapter 2
C3: Unit 2
CWT: Units 13, 15
E 2: Chapters 6, 10, 13, 16
E 3A: Chapter 9
GIA 3: Unit 16
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
ITAW: Chapter 9
L 4: Units 6, 12
LWTE 3: Lesson 14
MAE 2: Lesson 12
MAE 3: Lesson 4
OPG: # 20 - 22, 25, 34, 36
RLEG 2: Unit 8
SBS 2: Chapters 5, 11
SPIC 2: Unit 45
SPIC 3: Unit 46
UAUEG: Chapter 2
V 2: Unit 9
WIE 2: Chapter 7
WS: Chapter 9
WTTP: Chapter 8

___ Must (You must stop that.)*

BEG: Chapter 8
E 2: Chapters 6, 10, 14
E 3A: Chapter 9
ECE: Unit 3
EFAC 2: Chapters 5, 9
FT 1B: Unit 4
GG: 2.10
GIA 3: Unit 10
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
ITAW: Chapter 9
LWTE 3: Lesson 11
MAE 2: Lesson 12
MAE 3: Lesson 4
OPG: # 20 - 22, 25, 31, 32
RLEG 4: Units 1, 8
SBS 2: Chapter 11

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Must (You must stop that.)* continued:

SPIC 2: Unit 47
TEA 1: Unit 40
UAUEG: Chapter 2
V 2: Unit 9
WPE 3: Chapter 5
WS: Chapter 9
WTTP: Chapter 8
WW: Unit 4

___ Indirect commands with "Let's / Let's not..."*

BEG: Chapter 8
G 1
G 2
GE: # 32
GIC 1: Lesson 3
MAE 3: Lesson 12
RLEG 1: Unit 4
SPIC 2: Unit 38
SPIC 3: Unit 41
TEA 1: Units 8, 26
TGH: # 32
UAUEG: Chapter s 2, 4
V 1: Unit 8

___ Used to (previous habit (I used to smoke.)*

ACLAE: Unit 7
C - FAS: Chapter 6
E 3A: Chapter 1
EFAC 2: Chapter 7
GIA 3: Unit 5
GIC 2: Lesson 7
I 2000 - 4: Unit 11
OPG: # 50
PSFBC: Unit 11
R 1: # 3
RLEG 4: Unit 9
SPIC 2: Unit 22
UAUEG: Chapter 2
WIE 2: Chapter 5
WS: Chapter 10

___ Shall (polite requests) (Shall I get it for you?)

LWTE 3: Lesson 4
OPG: # 33, 36
TGH: # 33
UAUEG: Chapter 2

___ Have to, Have got to (You have to do this.)

C - IYR: Chapter 1
E 2: Chapters 3, 6, 9, 11, 13, 18
E 3A: Chapter 9
E-FB: Chapters 15, 18

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Have to, Have got to (You have to do this.) continued:

EFAC 2: Chapters 2, 3, 5
FT 2B: Unit 3
GIA 3: Unit 16
GIC 1: Lesson 6
I 2000 - 4: Unit 7
ITAW: Chapter 9
MAE 3: Lesson 4
RLEG 4: Unit 8
SPIC 2: Unit 48
TEA 1: Units 39, 40
UAUEG: Chapter 2
V 2: Unit 7
WPE 3: Chapter 5

___ Supposed to (obligation - You're supposed to sign in.)

C - FAS: Chapter 3
E 2: Chapters 6, 8, 9, 11, 18
E 3A: Chapter 9
E-FB: Chapter 15
EFAC 2: Chapter 6
GIC 2: Lesson 3
OPG: # 34
SPIC 2: Unit 49
UAUEG: Chapter 2
WS: Chapter 5

___ Would rather (preference - I'd rather not say.)

EIE 1: Unit 9
GIC 2: Lesson 3
I 2000 - 4: Unit 1
SPIC 2: Unit 39
TEA 1: Unit 20
UAUEG: Chapter 2
WPE 3: Chapter 5

___ Would like (I would like coffee.)

BEG: Chapter 6
E 2: Chapters 8, 9
E-FB: Chapter 13
ECE: Unit 6
EIE 1: Unit 8
FT 2B: Unit 1
G 2
RLEG 1: Unit 8
RLEG 2: Unit 2
TEA 1: Units 13, 16
UAUEG: Chapter 10
V 2: Unit 3

___ Would you mind...? (polite requests)

E 2: Chapters 8, 9
E 3A: Chapter 9

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Would you mind...? (polite requests) continued:

EFAC 2: Chapters 1, 2, 7.
EIE 1: Unit 4
G 2
GE: # 33
GIA 2 : Unit 21
LWTE 3: Lesson 18
OPG: # 33, 36
TGH: # 33
UAUEG: Chapter 2
WIE 2: Chapter 10

___ Ought to (advice - You ought to give up coffee.)

E 2: Chapters 6, 10, 13, 15, 16
GIC 2: Lesson 3
ITAW: Chapter 9
MAE 3: Lesson 4
OPG: # 34
SPIC 2: Units 45, 48
SPIC 3: Unit 46
UAUEG: Chapter 2

___ Had better (advice --- You had better move quickly.)

E 2: Chapter 15
FT 2B: Unit 6
GIC 2: Lesson 3

___ Had better (advice --- You had better move quickly.) continued:

LWTE 3: Lesson 19
OPG: # 34
SPIC 2: Unit 46
UAUEG: Chapter 2

QUESTIONS AND PUNCTUATION

___ "Wh- questions" (which, whose, why, how?)**

C - FAS: Chapter 5
E-FB: Chapter 17
EFAC 2: Chapters 1, 2, 4, 5, 7
FT 1B: Unit 5
G 2
GE # 6
GIA 2: Units 16, 19
GIC 1: Lesson 4
I 2000 - 3: Units 1, 14
I 2000 - 4: Unit 6
L 1: Unit 10
L 4: Unit 9
LWTE 3: Lessons 13, 18
MAE 1: Lesson 11
MAE 3: Lesson 7
OPG: # 24
RLEG 1: Unit 10

QUESTIONS AND PUNCTUATION continued:

___ "Wh- questions" (which, whose, why, how?)** continued:

RLEG 2: Unit 9
SBS 4: Chapter 3
SPIC 1: Units 61, 62
TEA 1: Units 9, 11, 20, 26, 40
TGH: # 6
V 2: Unit 9
WIE 2: Chapter 8

___ Negative Yes / No questions (Don't you know him?)*

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

___ Negative wh - questions (Which ones don't fit?)

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

___ Tag questions (It's not, is it?)

E 2: Chapter 18
EFAC 2: Chapter 6
EGTA: Page 41
GE: # 9
GG: 1.5
GIC 2: Lesson 4
I 2000 - 4: Units 2 - 4, 10, 12
LWTE 3: Lessons 13, 14
OPG: # 26
RLEG 2: Unit 7
RLEG 3: Unit 9
RLEG 4: Unit 5
SBS 4: Chapter 9
SPIC 2: Unit 55
TEA 1: Units 3, 25, 40
TGH: # 9
V 2: Units 2, 3, 10

EMBEDDED QUESTIONS AND PUNCTUATION

___ (Do you know where he is? Do you know if he is here?)

C 4: Unit6
E 2: Chapters 8, 10, 12 - 14
ECE: Unit 4
EFAC 2: Chapters 1, 4, 7
GIC 2: Lesson 8
OPG: # 46
RLEG 3: Unit 2
SBS 4: Chapter 3

REPORTED SPEECH

___ Statement (He told her that she should take medicine.)

BCFE: Unit 2
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 7, 9
GIC 2: Lesson 8
OPG: # 105, 106
PE: Chapter 2 - Lesson 2
RLEG 4: Unit 10
S Com: Unit 13
SBS 4: Chapter 8
SPIC 3: Units 21, 22, 26
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Imperatives (He told me to stop smoking.)

C - FAS: Chapter 9
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 3, 7
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 21
UAUEG: Chapter 7
WPE 3: Chapter 10

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS)

___ Tense, present continuous***

BCFE: Units 8, 9
BEG: Chapter 3
C 1: Units 5, 6
C 4: Unit 3
CP: Units 8, 9
E 2: Chapters 1, 11, 15
E-FA: Chapters 2, 6
E-FB: Chapters 11, 15
ECE: Units 1, 8
EGTA: Page 24
EOC 1: Units 11, 12, 15
FT 1A: Units 2, 6
G 1
G 2
GE: # 26
GG: 3.1, 3.6
GIA 1: Units 11 - 13, 23
GIA 2: Units 2, 10
GIC 1: Appendix B
GIC 1: Lesson 5, Appendix B
GIC 2: Review Lesson
I C 1: Unit 6
IE 1: Units 5, 7
ITAW: Chapter 3
L 1: Units 1, 4 - 6, 9
LES 1: Unit 5
MAE 2: Lessons 6, 7
MAE 3: Lesson 3

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Tense, present continuous*** continued:

NHIE 3: Units 1, 3, 5, 6
OPG: # 1-3, 15, 20 - 22, 25
PE: Chapter 1 - Lesson 1
PSFBC: Units 2-6, 8, 13, 14
RLEG 1: Units 2, 3, 6
SBS 1: Chapters 3, 6,12
SBS 3: Chapter 1
SBS 4: Chapter 10
SPIC 1: Units 13 - 15
SPIC 3: Unit 8, 45
TEA 1: Units 6, 12, 15
TGH: # 26
TS
UAUEG: Chapter 1
V 1: Units 5, 8, 10
V 2: Unit 1
WFTS
WIE 2: Chapter 3
WOC: Ex. 147
WP: Units 3, 10
WS: Chapter 4
WTTP: Chapter 3

___ Tense, future (going to, will)**

BEG: Chapter 8
C - FAS: Chapter 1
C - IYR: Chapter 3
C 2: Unit 5
C 3: Unit 3
C 4: Unit 3
E 2: Chapters 2, 7, 15
E 3A: Chapter 7
E-FA: Chapter 9
E-FB: Chapters 11, 12, 14, 15 - 17
ECE: Units 1, 6, 8
EFAC 2: Chapter 3
EGTA: Pages 36,37
EIE 1: Unit 5
EOC 1: Units 14, 15
FT 1B: Unit 5
FT 2A: Unit 1
G 2
GE: # 29, 30
GIA 1: Units 17, 19
GIA 2: Units 4, 5, 24
GIA 3: Unit 2
GIC 1: Appendix B
GIC 1: Lesson 5, Appendix B
GIC 2: Review Lesson
I 2000 - 3: Unit 3
I 2000 - 4: Unit 7
L 1: Units 7, 8
MAE 2: Lessons 8, 11
MAE 3: Lesson 3
NHIE 3: Units 4, 8

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Tense, future (going to, will)** continued:

OPG: # 13, 14, 17, 20 - 22, 25
PE: Chapter 1 - Lesson 1
PSFBC: Units 3, 6, 13
RLEG 1: Unit 1
RLEG 2: Unit 5
SBS 1: Chapter 14
SBS 2: Chapters 1, 4
SBS 3: Chapter 3
SPIC 1: Unit 31
SPIC 2: Unit 40
TEA 1: Units 22, 28, 30, 36
TGH: # 29, 30
TS
UAUEG: Chapter 1
V 2: Units 6, 8
WFTS
WID
WIE 2: Chapter 6
WS: Chapter 5
WTTP: Chapter 5

___ Tense, simple past**

ACLAE: Unit 2
BEG: Chapter 7
C - FAS: Chapter 7
C 2: Units 3, 4
C 3: Unit 2
C 4: Unit 1
CP 1: Unit 10
E 2: Chapters 1, 2, 3, 5, 8, 14, 15
E-FA: Chapters 5, 8, 9
E-FB: Chapters 10 - 12, 14, 15 - 17
ECE: Unit 2
EFAC 2: Chapter 2
EGTA: Pages 23, 30
EIE W 1: Unit 11
EOC 1: Units 8, 15
EYE 1: Ex. 15, 16
FT 2A: Units 3, 5
G 1
G 2
GE: # 27
GG: 2.2, 2.11, 3.11, 4.3, 5.5
GIA 2: Units 17-19, 24
GIA 3: Units 5, 6
GIC 1: Appendix B
GIC 1: Lesson 9, Appendix B
GIC 2: Review Lesson
I 2000 - 4: Unit 5
IE 1: Units 8-10
ITAW: Chapter 7
L 4: Units 10, 13, 14
LWTE 3: Lesson 1
MAE 1: Lessons 13, 14
MAE 2: Lesson 4

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Tense, simple past** continued:

MAE 3: Lesson 2
NHIE 3: Units 1 - 4
OPG: # 5 - 7, 20 - 22, 25
PE: Chapter 2 - Lesson 1
PSFBC: Units 9 - 16
R 1: #1, 2, 4, 7, 11
R 2: # 2, 3, 14, 15, 17
RLEG 1: Unit 9
RLEG 2: Unit 4
RLEG 3: Units 6, 9
SBS 1: Chapters 15, 16
SBS 2: Chapters 1, 11
SBS 3: Chapter 2
SBS 4: Chapter 10
SPIC 1: Unit 57
TEA 1: Unit 38
TEA 1: Units 28, 29, 31,34
TGH: # 27
TS
UAUEG: Chapter 1
V 2: Units 1, 2
WFTS
WID
WIE 2: Chapters 11, 15
WP: Units 8, 9
WS: Chapter 10
WTTP: Chapter 7
WW: Unit 3, Activity Bank

___ Regular / Irregular verbs **

BEG: Chapter 7
C 4: Unit 1
E-FB: Chapters 14, 15, 17
EIE W 1: Unit 11
EOC 1: Unit 8
FT 2A: Units 3, 5, 6
G 2
GE: # 28
GG: 1.2, 1.3, 1.9, 5.1, 5.3
GIA 2: Unit 18
GIC 1: Lesson 9, Appendix C
GIC 2: Appendix C
I 2000 - 3: Units 2, 3, 5, 8, 9, 11, 14
LWTE 3: Lessons 1, 5, 7, 20, 21
MAE 1: Lesson 14
NHIE 3: Units 6 - 10
PE: Appendix 2
R 1: # 11
R 2: # 17
RLEG 2: Units 4,10
SBS 1: Chapters 15, 16
SBS 3: Chapter 2
SPIC 1: Units 55, 56
TEA 1: Unit 38
TEA 1: Units 29, 31, 34

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Regular / Irregular verbs ** continued:

TGH: # 28
TS
UAUEG: Chapter 1
WIE 2: Chapters 11, 15
WP: Units 8, 9
WS: Chapter 7
WTTP: Chapter 7

___ Present perfect (past participles)*

C - IYR: Chapter 6
C 4: Units 4, 5, 6
E 2: Chapters 5, 6, 8, 9, 11, 13, 15
ECE: Units 7, 8
EFAC 2: Chapters 1, 3, 5, 7
EGTA: Page 49
GG: 1.6, 2.12, 3.4, 4.5
GIA 3: Units 11 - 13
GIC 2: Lesson 1
I 2000 - 3: Unit 9
I 2000 - 4: Units 4 - 8, 11
ITAW: Chapter 7
L 4: Units 7, 9, 10, 14
LWTE 3: Lessons 2, 5, 7, 8, 16, 17
MAE 3: Lesson 8
NHIE 3: Units 4, 5, 7 - 10
OPG: # 4, 6, 9
PE: Chapter 4 - Lesson 2
PSFBC: Unit 11
RLEG 2: Unit 3
RLEG 3: Unit 9
SBS 3: Chapters 4, 5
SBS 4: Chapter 10
SPIC 2: Unit 18
UAUEG: Chapter 1
WIE 2: Chapter 15

___ Past continuous*

BEG: Chapter 3
E 2: Chapter 8
E-FB: Chapter 16
ECE: Units 3, 8
EFAC 2: Chapter 3
EGTA: Page 29
FT 2A: Unit 4
G 2
GG: 2.14
GIA 2: Unit 22
GIA 3: Unit 7
GIC 1: Lesson 10, Appendix B
GIC 2: Review Lesson
I 2000 - 3: Unit 4
L 4: Unit 13
LWTE 3: Lessons 6, 9
MAE 3: Lesson 3

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Past continuous* continued:

NHIE 3: Unit 1
OPG: # 7
PSFBC: Units 9, 11 - 15
RLEG 3: Unit 3
SBS 2: Chapter 9
SBS 3: Chapter 2
SPIC 2: Unit 1
TEA 1: Unit 27
UAUEG: Chapter 1
WS: Chapter 10
WTTP: Chapter 7

___ Future Continuous*

OPG: # 16, 17
SBS 2: Chapter 12
SBS 3: Chapter 3
SPIC 3: Unit 7
UAUEG: Chapter 1
WPE 3: Chapter 14

___ Present perfect continuous

C 4: Unit 8
E 2: Chapter 8
ECE: Units 3, 8
EFAC 2: Chapter 3
EGTA: Page 59
FT 2A: Unit 4
G 2
GG: 2.7
GIA 3: Unit 14
I 2000 - 3: Unit 4
L 4: Unit 13
LWTE 3: Lessons 6, 9
NHIE 3: Unit 1
OPG: # 8, 9
PSFBC: Units 9, 11 - 15
RLEG 4: Unit 4
SBS 3: Chapter 6
SPIC 2: Unit 20
UAUEG: Chapter 1
WPE 3: Chapter 1

___ Passive with casual "have, make, get" (I had it fixed. I was made to do it. I got it done.)

ACLAE: Unit 9
EFAC 2: Chapters 3 - 5
SPIC 3: Unit 44
UAUEG: Chapter 3

___ Active with casual "have, make, get" (Have him call me. That makes me cry. Get her to do this.)

ACLAE: Unit 9
C - FAS: Chapter 10
EFAC 2: Chapters 4, 5

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Active with casual "have, make, get" (Have him call me. That makes me cry. Get her to do this.) continued:

GG: 2.6, 3.4
GIC 2: Lesson 7
OPG: # 40
RLEG 3: Unit 10
SPIC 3: Units 32, 43
UAUEG: Chapter 4
WPE 3: Chapter 9

___ Conditional present (real - If it rains, I won't go. Unless he calls, I won't go.)

ACLAE: Unit 5
C - FAS: Chapter 4
C - IYR: Chapter 12
CWT: Unit 13
E 2: Chapter 15
ECE: Unit 6
EFAC 2: Units 4 - 6, 9
GG: 2.3, 2.5
GIC 2: Lesson 9
L 4: Units 3, 7
LES 5: Unit 9
LWTE 3: Lesson 11
RLEG 3: Units 8, 10
RLEG 4: Unit 4
S Con: Chapter 6
SBS 2: Chapter 8
SBS 4: Chapter 5
SPIC 3: Units 3, 4
UAUEG: Chapter 10
V 2: Units 5, 8
WPE 3: Chapter 2
WS: Chapter 9

___ Passive with get (He got hit by a car.)

LWTE 3: Lesson 16
SPIC 3: Unit 33
UAUEG: Chapter 3

___ Passive (present - My homework is done.)

BCFE: Unit 5
E 2: Chapters 7, 8, 13, 14
E 3A: Chapter 2
EFAC 2: Chapters 5, 8, 9
G 2
GG: 1.1, 5.4
GIA 3: Unit 20
GIC 2: Lesson 2
GIC 2: Lessons 2, 8
L 4: Unit 12
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Passive (present - My homework is done.) continued:

RLEG 3: Unit 7
S Com: Unit 10
SPIC 3: Unit 27
SPIC 3: Unit 50
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (past - My homework was done.)

E 3A: Chapter 2
E-FB: Chapter 17
EFAC 2: Chapters 5, 9
EGTA: Page 53
GG: 1.8, 5.4
GIA 3: Unit 21
GIC 2: Lessons 2, 8
L 4: Unit 12
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 28
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (present continuous - My homework is being done.)

E 3A: Chapter 2
GIC 2: Lessons 2, 8
OPG: # 37, 38, 41
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 31
UAUEG: Chapter 3
WPE 3: Chapter 11

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of time (before, after, when, while, until - He watched while they worked.)*

BCFE: Units 1, 3
CP 1: Units 7, 10
EFAC 2: Chapters 3, 4, 7, 8
EGTA: Page 83
EIE 1: Unit 5
FT 2A: Unit 4
GG: 3.3
GIA 2: Unit 22
GIA 3: Units 4, 6, 7, 15
GIC 1: Lesson 10
GIC 2: Lesson 6
I 2000 - 3: Unit 4
I 2000 - 4: Unit 8
ITAW: Chapters 5, 7, 8

SUBORDINATE CLAUSES AND PUNCTUATION continued:

___ Of time (before, after, when, while, until - He watched while they worked.)* continued:

L 4: Unit 5
LWTE 3: Lesson 4
LWTE 3: Lesson 12
MAE 3: Lesson 3
OPG: # 15, 46, 51, 54
RLEG 3: Unit 8
S Com: Units 11, 12
SBS 2: Chapter 9
SPIC 2: Unit 2
SPIC 3: Unit 2
TEA 1: Units 38, 39
TWC: Units 3, 5, 6
UAUEG: Chapters 6, 8
V 1: Unit 7
WP: Unit 9
WS: Chapter 10
WTTP: Chapter 3

___ Of description (who, what, which, that - I know what you mean. I want the book that's on the table.)

BCFE: Units 2, 6
C - FAS: Chapter 12
E 2: Chapters 10, 12, 16
E 3A: Chapter 1
EFAC 2: Chapters 6, 9
EGTA: Pages 54, 84
GIA 3: Unit 1
GIC 2: Lessons 6, 8
I 2000 - 3: Unit 11
ITAW: Chapters 5, 7, 8
LWTE 3: Lessons 9, 15
MAE 3: Lesson 12
NHIE 3: Unit 6
OPG: # 46, 109
PE: Chapter 4 - Lesson 1
RLEG 3: Units 2, 4
S Com: Units 12, 13
SPIC 2: Units 52, 53
SPIC 3: Units 11 - 16
UAUEG: Chapters 6, 7
V 2: Units 1, 3, 8
WPE 3: Chapters 2, 3

___ Of cause (because, so - I was sick so I stayed home. I stayed home because I was sick.)

BCFE: Unit 3
G2
GIC 2: Lesson 5
I 2000 - 4: Unit 8
ITAW: Chapter 5
LWTE 3: Lessons 14, 16, 19, 23 A, 23 B
S Com: Unit 12
SPIC 3: Unit 17
TWC: Unit 4
UAUEG: Chapter 8
V 2: Units 2, 7

COMPARISONS (ADJECTIVES) continued:

___ More...than (more beautiful than)**

BCFE: Unit 4
BEG: Chapter 11
C - FAS: Chapter 2
E 2: Chapter 7
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
EYE 1: Ex. 43 - 45
FT 1B: Unit 3
FT 2B: Units 2, 5
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 -3: Units 11, 14
ITAW: Chapter 10
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5
SPIC 2: Units 28, 35
TEA 1: Units 32, 36
TGH: # 45
V 2: Units 4, 5
WS: Chapter 8
WW: Unit 4

___ Less...than (less expensive than)**

BCFE: Unit 4
BEG: Chapter 11
C - IYR: Chapter 11
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
EYE 1: Ex. 43 - 45
FT 1B: Unit 3
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 -3: Unit 14
ITAW: Chapter 10
L 1: Unit 5
LWTE 3: Lesson 15

COMPARISONS (ADJECTIVES) continued:

___ Less...than (less expensive than)** continued:

MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5
SPIC 2: Unit 35
TEA 1: Units 32, 36
TGH: # 45
WS: Chapter 8
WW: Unit 4

___ -est (the largest)*

BEG: Chapter 12
E-FB: Chapter 14
ECE: Unit 5
EGTA: Pages 40, 74
EIE 1: Unit 7
EYE 1: Ex. 43 - 45
FT 2A: Unit 1
FT 2B: Unit 2
G 2
GE: # 46
GIA 2: Unit 14
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 - 4: Unit 1
ITAW: Chapter 10
LWTE 3: Lesson 8
LWTE 3: Lesson 20
MAE 3: Lesson 7
OPG: # 86, 87
RLEG 2: Unit 2
S Com: Unit 8
SBS 2: Chapter 6
SPIC 2: Units 29, 31
TEA 1: Unit 36
TGH: # 46
V 2: Unit 5
WS: Chapter 9
WTTP: Chapter 6

___ the most*

BEG: Chapter 12
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 7
EYE 1: Ex. 43 - 45
FT 2A: Unit 1
FT 2B: Unit 2
G 2
GE: # 46
GIA 2: Unit 14
GIA 3: Unit 8

COMPARISONS (ADJECTIVES) continued:

___ the most* continued:

GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 - 4: Unit 1
ITAW: Chapter 10
LWTE 3: Lesson 20
MAE 3: Lesson 7
OPG: # 86, 87
RLEG 2: Unit 2
RLEG 3: Unit 4
SBS 2: Chapter 6
SPIC 2: Units 30, 36
TEA 1: Unit 36
TGH: # 46
V 2: Unit 5
WS: Chapter 9
WTTP: Chapter 6

___ the least*

ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
EYE 1: Ex. 43 - 45
FT 2 B: Unit 2
GIA 3: Unit 8
GIC 2: Review Lesson
ITAW: Chapter 10
OPG: # 86, 87
RLEG 3: Unit 4
SPIC 2: Units 30, 36
TEA 1: Unit 36
WS: Chapter 9
WTTP: Chapter 6

___ As...as (as cheap as)

BCFE: Unit 4
BEG: Chapter 11
C - IYR: Chapter 11
C4: Unit 7
ECE: Unit 5
EFAC 2: Chapter 6
GIC 1: Lesson 12
GIC 2: Reivew Lesson
I 2000 - 4: Unit 6
ITAW: Chapter 10
LWTE 3: Lesson 14
MAE 3: Lesson 8
OPG: # 87
RLEG 3: Unit 3
SPIC 2: Units 32, 34
V 2: Units 4, 5
WTTP: Chapter 6

COMPARISONS (NOUNS)

___ ... like (It works like a dream.)*

BEG: Chapter 11
EIE 1: Unit 10
EIE W 1: Unit 10
GIC 1: Lesson 12
GIC 2: Review Lesson
WW: Unit 3

___ same ... as (same size as)*

BEG: Chapter 11
ECE: Unit 5
GG: 4.2
GIC 1: Lesson 12
GIC 2: Review Lesson
SPIC 2: Unit 33
WTTP: Chapter 6

___ different...from (different size from)*

BEG: Chapter 11
GG: 4.2
GIC 1: Lesson 12
GIC 2: Review Lesson
WTTP: Chapter 6

___ more ... than (more trouble than this)*

LWTE 3: Lesson 10

CONJUNCTIONS AND PUNCTUATION

___ Because, and (I stayed home because I was sick.)**

BCFE: Unit 3
CP: Units 7, 10
EIE W 1: Unit 7
G 2
GIC 2: Lesson 5
I 2000 - 3: Unit 6
IE 1: Unit 6
ITAW: Chapter 9
TEA 1: Units 26, 33
TWC: Unit 2
V 1: Unit 8
V 2: Unit 7
WIE 2: Chapter 8
WS: Chapters 2, 7
WTTP: Chapter 3

___ Both ... and (both Paco and Ana)*

BCFE: Unit 4
EIE 1: Unit 9
EIE W 1: Unit 10
EOC 1: Unit 5
GIC 1: Lesson 12
ITAW: Chapter 10

CONJUNCTIONS AND PUNCTUATION continued:

___ Both ... and (both Paco and Ana)* continued:

UAUEG: Chapter 8
WIE 2: Unit 3
WTTP: Chapter 6
WW: Unit 3

___ Either .... or (Either Paco or Ana)

EYE 1: Ex. 26, 29
G2
I 2000 - 3: Unit 13
RLEG 3: Unit 5
S Com: Unit 9
SBS 3: Chapter 10
UAUEG: Chapter 8
WIE 2: Chapter 3

___ And ... either (I don't and he doesn't either.)

C 4: Unit 10
GIC 1: Lesson 4
GIC 2: Lesson 4
V 1: Unit 7
WS: Chapter 4

WORD ORDER AND PATTERNS

___ Verb + infinitive (He wanted to work.)**

BEG: Chapter 6
E 2: Chapters 6, 9 - 11, 13, 14, 18
E 3A: Chapters 6, 7, 9
E-FA: Chapters 7, 9
E-FB: Chapter 12
ECE: Unit 1
EIE 1: Unit 3
G 1
GG: 4.3
GIA 2: Unit 23
GIA 3: Unit 18
GIC 1: Lesson 6
GIC 2: Lesson 7
GIC 2: Lesson 7, Appendix B
I 2000 - 3: Units 2, 12
LES 5: Units 4, 5
LWTE 3: Lessons 4, 6
MAE 1: Lessons 11, 12
NHIE 3: Unit 9
OPG: # 41 - 43, 50,53
PE: Chapter 1 - Lesson 2
RLEG 1: Unit 8
RLEG 3: Unit 1
SBS 1: Chapter 14
SBS 2: Chapter 1
SBS 3: Chapter 7
SPIC 2: Unit 9
SPIC 2: Units 9, 11
SPIC 3: Unit 39

WORD ORDER AND PATTERNS continued:

___ Verb + infinitive (He wanted to work.)**

TEA 1: Unit 16, 19, 23, 25
UAUEG: Chapter 4
V 1: Unit 10
V 2: Unit 6
WP: Unit 6
WS: Chapters 7, 9
WW: Unit 5

___ Verb + indirect object + object (He gave her the message.)*

C 3: Unit 3
GIC 1: Lesson 11
I 2000 - 3: Unit 12
LES 1: Unit 6
OPG: # 68
S Com: Unit 10
TEA 1: Units 18, 33
WS: Chapter 5

___ Verb + direct object + to + indirect object (He gave the message to her.)*

C 3: Unit 3
GIA 2: Unit 6
GIC 1: Lesson 11
I 2000 - 3: Unit 12
LES 1: Unit 6
OPG: #68
TEA 1: Units 18, 33

___ Verb + pronoun + infinitive (I asked him to help. I want you to be happy.)

GIC 2: Lesson 7
LWTE 3: Lesson 4
SPIC 2: Unit 10

___ Verb + object + infinitive (He wanted water to drink.)

E 2: Chapter 11
E 3A: Chapter 6
LWTE 3: Lesson 4
OPG: # 44
SPIC 3: Unit 38
WPE 3: Chapters 5, 10

___ Verb + verb-ing (She enjoyed going to work.)(List verbs)

E 3A: Chapters 7, 9
GG: 1.10
GIC 2: Lesson 7, Appendix B
LWTE 3: Lessons 5, 22
OPG: # 42, 43, 53, 54
RLEG 3: Unit 1
SBS 3: Chapter 7
SPIC 3: Units 37, 39, 40
TEA 1: Unit 25
UAUEG: Chapter 4
WPE 3: Chapter 1
WS: Chapter 9

OTHER GRAMMATICAL POINTS

___ Interjections (Ouch! Hey! Oh!)**

LWTE 3: Lesson 16
TEA 1: Unit 37

___ Complete sentences and punctuation (? ! . ,)**

ACLAE: Unit 8
EIE W 1: Units 1, 2, 5, 6, 8, 9, 11
EYE 2: Ex. 15 - 24
L 1: Unit 1
WPE 3: Chapter 4
WW: Unit 5

___ Exclamatory (What a beautiful car!)*

EFAC 2: Chapter 6
OPG: # 66
TEA 1: Units 15, 19

___ Adjectives + prepositions*

GIC 2: Appendix B
TEA 1: Unit 37
UAUEG: Appendix 2

___ Transitive / Intransitive Verbs and Adjectives (be afraid of, be interested in)*

ACLAE: Unit 3
EFAC 2: Chapter 8
GIC 2: Lesson 7
LWTE 3: Lesson 14
OPG: # 19, 47 - 50
PP: # 19 - 23
S Con: Chapter 7
TEA 1: Units 6, 19, 23, 32
UAUEG: Chapter 2, Appendix 2
WPE 3: Chapter 7

___ Be used to (accustomed to - I am used to hot weather)*

GIC 2: Lesson 7
I 2000 - 4: Unit 12
UAUEG: Chapter 2
WPE 3: Chapter 7

___ Two word verbs separable (Take it out.)*

ACLAE: Unit 8
E 2: Chapter 8
E 3A: Chapter 7
E-FB: Chapters 10, 11
EFAC 2: Chapter 8
EIE 1: Unit 7
G 2
GE: # 37
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 10
OPG: # 102 - 104

OTHER GRAMMATICAL POINTS continued:

___ Two word verbs separable (Take it out.)* continued:

PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 58
TGH: # 37
UAUEG: Appendix 2

___ Two word verbs inseparable (Look at it.)*

ACLAE: Unit 8
BEG: Chapter 6
E 2: Chapter 8
E 3A: Chapter 7
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 6
OPG: # 101, 103, 104
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 57
UAUEG: Appendix 2

___ Have / Have got (I have a car. I have got a car.)*

E-FA: Chapter 7
GE: # 36
I 2000 - 3: Unit 9
OPG: # 18
SBS 2: Chapter 11
TGH: # 36
V 2: Unit 10

___ Sequence Words (first, then, next...)*

BCFE: Unit 1
E 2: Chapters 4, 8
EIE W 1: Units 5, 8
ITAW: Chapter 2
LES 5: Unit 9
WS: Chapter 7
WTTP: Chapter 4

___ Parts of Speech (nouns, verbs, adverbs, etc.)*

EYE 2: Ex. 6 - 9
GG: 1.11
OPG: # 55, 56
S Con: Chapter 1
TWC
UAUEG: Appendix 1 - Unit A

___ - ever words (whenever, whoever, wherever, forever, never)

E 3 A: Chapter 6
S Com: Unit 13
UAUEG: Chapter 7

OTHER GRAMMATICAL POINTS continued:

___ Forms of other (another, each other)

EGTA: Page 71
GIC 1: Lesson 8
I 2000 - 4: Unit 9
LWTE 3: Lesson 20
SPIC 2: Unit 61
TEA 1: Units 24, 26
UAUEG: Chapter 5

___ Question words + Infinitives (I know how to do it / where to go)

BEG: Chapter 9
GIC 2: Lesson 3
LWTE 3: Lesson 10
SPIC 2: Unit 51

RESOURCES:

A "Cloze" Look at English
Basic Composition For ESL
Basic English Grammar
Can We Talk?
Choices: Families And Schools
Choices: It's Your Right
Composition Practice, Book 1
Crossroads, Book 1
Crossroads, Book 2
Crossroads, Book 3
Crossroads, Book 4
English For Adult Competency, Book 2
English Grammar Through Actions
English On Call, Level 1
Everyday Consumer English
Exercising Your English, Book 2
Exercising Your English, Book1
Expeditions Into English-Listening and Speaking 1
Expeditions Into English-Reading1
Expeditions Into English-Writing1
Expressways Foundations A
Expressways Foundations B
Expressways, Level 2
Expressways, Level 3 A
Fast Track, 1A
Fast Track, 1B
Fast Track, 2A
Fast Track, 2B
Grammar Exercises, Part 1
Grammar Games
Grammar In Action, Book 1
Grammar In Action, Book 2
Grammar In Action, Book 3
Grammar In Context, Book 1
Grammar In Context, Book 2
Grammarwork, Book 1
Grammarwork, Book 2
Idea Exchange, Book 1
Intercom 2000, Book 3
Intercom 2000, Book 4
Introduction To Academic Writing
Lado English Series, Book 1
Lado English Series, Book 5
Laubach Way To English, Skill Book 3
Lifelines 4
Lifeskills 1
Modern American English, Book 1
Modern American English, Book 2
Modern American English, Book 3

RESOURCES continued:

- New Horizons In English, Book 3
- Oxford Practice Grammar
- Personal Expressions
- Picture Stories For Beginning Communication
- Preposition Practice
- Real Life English Grammar, Book 1
- Real Life English Grammar, Book 2
- Real Life English Grammar, Book 3
- Real Life English Grammar, Book 4
- Remembering, Book 1
- Remembering, Book 2
- Sentence Combination
- Sentence Construction
- Side By Side, Level 1
- Side By Side, Level 2
- Side By Side, Level 3
- Side By Side, Level 4
- Structure Practice In Context, Book 1
- Structure Practice In Context, Book 2
- Structure Practice In Context, Book 3
- Ten Steps
- The English Advantage, Level 1A
- The Grammar Handbook, Part 1
- The Writing Challenge
- Understanding and Using English Grammar
- Vistas, Book 1
- Vistas, Book 2
- Word Plays
- Working In English, Book 2
- Write From The Start
- Write On Cue
- Write Soon!
- Write To The Point!
- Writing It Down
- Writing Practical English, Book 3
- Writing Workout

ELM BRANCHES OUT INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL FIVE

ADJECTIVES

___ Transitive adjectives (fond of, related to)**

LWTE 3: Lesson 14
OPG: # 83
PP: # 15-18
TS
WPE 3: Chapter 7

___ Participial (I was tired. The movie was interesting.)*

ACLAE: Unit 3
GIC 2: Lesson 2
LES 5: Unit 8
OPG: # 82
RLEG 4: Unit 5
S Com: Units 8, 11
SPIC 3: Unit 34
TWC: Units 2 - 4
UAUEG: Chapter 3
WPE 3: Chapter 15

___ Nouns as modifiers (vegetable soup, flower garden)*

ACLAE: Unit 7
EIE W 1: Unit 9
GIC 1: Lesson 6
LES 5: Unit 7
S Com: Unit 8
SPIC 2: Unit 3
UAUEG: Chapter 5

___ Adjectives followed by infinitives (I'm sorry to hear the news.) (List)

GIC 1: Lesson 6
GIC 2: Lesson 7
I 2000 - 3: Unit 5
LES 5: Unit 5
LWTE 3: Lesson 3
OPG: # 84
RLEG 4: Unit 1
SPIC 3: Unit 35
V 2: Unit 4

___ Compound Modifiers (Two - week vacation)

I 2000 - 4: Unit 12

ADVERBS

___ Of time (already / yet, for / since)**(soon, just, still, ever)*

C - IYR: Chapter 8
E 2: Chapters 5, 6, 13
EFAC 2: Chapter 3
EGTA: Page 70,73,74
G2
GIA 3: Units 11, 13,14
I 2000 - 4: Units 6, 7,10
LWTE 3: Lesson 5
MAE 3: Lesson 8
OPG: # 90, 97
RLEG 3: Unit 4
SBS 2: Chapter 12
SBS 3: Chapter 5
SPIC 1: Unit 58
SPIC 2: Units 19, 21
SPIC 3: Unit 58
WIE 2: Chapter 15
WPE 3: Chapter 2

___ Of degree - intensifiers (very, quite, totally, too, enough)*

C - IYR: Chapter 5
E 2: Chapters 7, 17
E 3A: Chapter 5
FT 2B: Unit 4
GIC 2: Lesson 7
I 2000 - 3: Unit 8
I 2000 - 4: Units 2, 5, 9, 12
LES 5: Unit 1
LWTE 3: Lessons 19, 24 A
OPG: #91 - 93
V 2: Unit 10

___ Position and Ordering*

OPG: # 89

___ Too / enough + infinitive (It's too heavy to lift. I'm tall enough to reach it.)

I 2000 - 3: Unit 7

___ Participial (Listening to music, I drove to New York.)

S Com: Unit 11

NOUNS

___ Gerunds (I like working.)**

E 2: Chapters 9 - 11, 14, 16, 17
EFAC 2: Chapters 3, 7, 9
GG: 3.8
GIA 3: Unit 19
GIC 2: Lesson 7, Appendix B
I 2000 - 4: Unit 11
L 4: Units 2, 11
LES 5: Unit 5

NOUNS continued:

___ Gerunds (I like working.)** continued:

LWTE 3: Lessons 5, 6
NHIE 3: Unit 1
PE: Chapter 1-Lesson 2, Chapter 5 - Lesson 2
RLEG 3: Unit 1
SBS 3: Chapter 7
SBS 4: Chapter 10
SPIC 2: Unit 54
SPIC 3: Unit 37
TEA 1: Unit 35
UAUEG: Chapter 4
WPE 3: Chapter 1

___ Possessive with gerund (He didn't like Mary's cooking.)*

EYE 1: Ex. 11, 34, 37
UAUEG: Chapter 4

___ Collective nouns (team, family, government)*

EYE 1: Ex. 24, 35
LES 5: Unit 3
UAUEG: Chapter 5

___ Gerunds as subjects (Driving is stressful.)*

E 3A: Chapter 9
EYE 1: Ex. 13, 22
GIC 2: Lesson 7
I 2000 - 4: Unit 6
LES 5: Unit 3
S Com: Unit 13
SBS 3: Chapter 7
SBS 4: Chapter 10
SPIC 3: Unit 36
UAUEG: Chapter 4
WPE 3: Chapter 1

___ Infinitives as subjects (To find a job isn't easy.)*

E 3A: Chapter 9
GIC 2: Lesson 7
LES 5: Unit 3
PE: Chapter 5 - Lesson 2

PRONOUNS

___ Reflexive (herself, himself)**

E 2: Chapter 11
E-FB: Chapter 15
EFAC 2: Chapter 5
EGTA: Page 68
EYE 1: Ex. 34
GIC 1: Lesson 11
I 2000 - 4: Unit 3
LWTE 3: Lessons 5, 6
MAE 3: Lesson 11
OPG: # 77,78

PRONOUNS continued:

___ Reflexive (herself, himself)** continued:

RLEG 3: Unit 8
RLEG 4: Unit 8
SBS 2: Chapters 9, 13
SPIC 3: Unit 1
TEA 1: Units 17, 19, 34
UAUEG: Chapter 5
WPE 3: Chapter 6

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS)

___ May / could / might (possibility - There ...... be a problem.)**

BEG: Chapter 8
C - IYR: Chapter 2
CWT: Unit 10
E 2: Chapters 6, 10, 15
E 3A: Chapter 9
ECE: Unit 6
EFAC 2: Chapters 2, 3, 5, 7
FT 2B: Unit 3
GG: 2.10
GIA 3: Unit 9, 17
GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
I 2000 - 3: Unit 9
I 2000 - 4: Units 1, 7
ITAW: Chapter 9
L 4: Unit 8
LWTE 3: Lesson 16
OPG: # 20 - 22, 25, 30
RLEG 2: Unit 7
RLEG 3: Unit 9
SBS 2: Chapter 4
SPIC 2: Units 42, 43
UAUEG: Chapters 2, 10
WIE 2: Chapters 10, 14
WPE 3: Chapter 3
WS: Chapter 9
WTTP: Chapter 5

___ Should (advice - You should get a job.)**

BCFE: Unit 1
BEG: Chapter 8
C - FAS: Chapter 8
C - IYR: Chapter 2
E 2: Chapters 6, 10, 13, 16
E 3A: Chapter 9
E-FA: Chapter 6
E-FB: Chapters 10, 14 - 16, 18
ECE: Unit 2
EFAC 2: Chapters 2, 3, 9
EIE 1: Unit 11
FT 2B: Unit 1
GIA 2: Unit 21
GIA 3: Unit 16

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Should (advice - You should get a job.)** continued:

GIC 1: Lesson 6
GIC 2: Lesson 3, Appendix A
ITAW: Chapter 9
L 4: Units 6, 12
LWTE 3: Lesson 14
MAE 2: Lesson 12
MAE 3: Lesson 4
OPG: # 20 - 22, 25, 34, 36
RLEG 2: Unit 8
SBS 2: Chapters 5, 11
SPIC 2: Unit 45
SPIC 3: Unit 46
UAUEG: Chapter 2
V 2: Unit 9
WIE 2: Chapter 7
WS: Chapter 9
WTTP: Chapter 8

___ Shall (polite requests) (Shall I get it for you?)*

LWTE 3: Lesson 4
OPG: # 33, 36
TGH: # 33
UAUEG: Chapter 2

___ Have to, Have got to (You have to do this.)*

C - IYR: Chapter 1
E 2: Chapters 3, 6, 9, 11, 13, 18
E 3A: Chapter 9
E-FB: Chapters 15, 18
EFAC 2: Chapters 2, 3, 5
FT 2B: Unit 3
GIA 3: Unit 16
GIC 1: Lesson 6
I 2000 - 4: Unit 7
ITAW: Chapter 9
MAE 3: Lesson 4
RLEG 4: Unit 8
SPIC 2: Unit 48
TEA 1: Units 39, 40
UAUEG: Chapter 2
V 2: Unit 7
WPE 3: Chapter 5

___ Supposed to (obligation - You're supposed to sign in.)*

C - FAS: Chapter 3
E 2: Chapters 6, 8, 9, 11, 18
E 3A: Chapter 9
E-FB: Chapter 15
EFAC 2: Chapter 6
GIC 2: Lesson 3
OPG: # 34
SPIC 2: Unit 49
UAUEG: Chapter 2
WS: Chapter 5

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Would rather (preference - I'd rather not say.)*

EIE 1: Unit 9
GIC 2: Lesson 3
I 2000 - 4: Unit 1
SPIC 2: Unit 39
TEA 1: Unit 20
UAUEG: Chapter 2
WPE 3: Chapter 5

___ Would like (I would like coffee.)*

BEG: Chapter 6
E 2: Chapters 8, 9
E-FB: Chapter 13
ECE: Unit 6
EIE 1: Unit 8
FT 2B: Unit 1
G 2
RLEG 1: Unit 8
RLEG 2: Unit 2
TEA 1: Units 13, 16
UAUEG: Chapter 10
V 2: Unit 3

___ Would (past of will - I wouldn't do it.)

CWT: Units 7, 10
SPIC 3: Unit 18

___ Ought to (advice - You ought to give up coffee.)*

E 2: Chapters 6, 10, 13, 15, 16
GIC 2: Lesson 3
ITAW: Chapter 9
MAE 3: Lesson 4
OPG: # 34
SPIC 2: Units 45, 48
SPIC 3: Unit 46
UAUEG: Chapter 2

___ Had better (advice --- You had better move quickly.)*

E 2: Chapter 15
FT 2B: Unit 6
GIC 2: Lesson 3
LWTE 3: Lesson 19
OPG: # 34
SPIC 2: Unit 46
UAUEG: Chapter 2

___ Perfect modals (should have, might have, would have, could have - You should have signed in.)

CWT: Units 9, 19
GIC 2: Lesson 3
OPG: # 35
RLEG 4: Unit 8
S Con: Chapter 6

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Perfect modals (should have, might have, would have, could have - You should have signed in.) continued:

SBS 4: Chapter 4
SPIC 3: Units 47 - 49
UAUEG: Chapter 2
WPE 3: Chapter 13
E 2: Chapters 11, 14, 15
E 3A: Chapter 7
EFAC 2: Chapters 2, 8

___ Must (deduction - It must be 5 o'clock.)

EIE 1: Unit 11
GIC 2: Lesson 3
RLEG 4: Unit 8
UAUEG: Chapter 2
E 3A: Chapter 2

___ Let (permission - Let him take the car.)

C - FAS: Unit 10
GIC 2: Lesson 7
UAUEG: Chapter 4
WPE 3: Chapter 9

QUESTIONS AND PUNCTUATION

___ Negative Yes / No questions (Don't you know him?)**

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

___ Negative wh - questions (Which ones don't fit?)*

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

___ Tag questions (It's not, is it?)*

E 2: Chapter 18
E 3A: Chapter 3
EFAC 2: Chapter 6
EGTA: Page 41
GE: # 9
GG: 1.5
GIC 2: Lesson 4
I 2000 - 4: Units 2 - 4, 10, 12
LWTE 3: Lessons 13, 14
OPG: # 26
RLEG 2: Unit 7
RLEG 3: Unit 9
RLEG 4: Unit 5
SBS 4: Chapter 9
SPIC 2: Unit 55
TEA 1: Units 3, 25, 40
TGH: # 9
V 2: Units 2, 3, 10

EMBEDDED QUESTIONS AND PUNCTUATION

___ (Do you know where he is? Do you know if he is here?)*

GIC 2: Lesson 8
OPG: # 46
RLEG 3: Unit 2
SBS 4: Chapter 3
E 3A: Chapter 3
ECE: Unit 4
E 2: Chapters 8, 10, 12 - 14
EFAC 2: Chapters 1, 4, 7

REPORTED SPEECH

___ Statement (He told her that she should take medicine.)*

BCFE: Unit 2
CWT: Unit 11
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 7, 9
GIC 2: Lesson 8
OPG: # 105, 106, 108
PE: Chapter 2 - Lesson 2
RLEG 4: Unit 10
S Com: Unit 13
SBS 4: Chapter 8
SPIC 3: Units 21, 22, 26
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Imperatives (He told me to stop smoking.)*

C - FAS: Chapter 9
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 3, 7
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 21
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Questions (He asked me what my name was.)

GIC 2: Lesson 8
OPG: # 107, 108
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 23
UAUEG: Chapter 7
WPE 3: Chapter 11

___ Yes / No questions (He asked if I was sick.)

GIC 2: Lesson 8
OPG: # 107
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
UAUEG: Chapter 7
WPE 3: Chapter 11

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS)

___ Present perfect (past participles)**

C - IYR: Chapter 6
E 2: Chapters 5, 6, 8, 9, 11, 13, 15
E 3A: Chapter 2
ECE: Units 7, 8
EFAC 2: Chapters 1, 3, 5, 7
EGTA: Page 49
GG: 1.6, 2.12, 3.4, 4.5
GIA 3: Units 11 - 13
GIC 2: Lesson 1
I 2000 - 3: Unit 9
I 2000 - 4: Units 4 - 8, 11
ITAW: Chapter 7
L 4: Units 7, 9, 10, 14
LWTE 3: Lessons 2, 5, 7, 8, 16, 17
MAE 3: Lesson 8
NHIE 3: Units 4, 5, 7 - 10
OPG: # 4, 6, 9, 12
PE: Chapter 4 - Lesson 2
PSFBC: Unit 11
RLEG 2: Unit 3
RLEG 3: Unit 9
SBS 3: Chapters 4, 5
SBS 4: Chapter 10
SPIC 2: Unit 18
UAUEG: Chapter 1
WIE 2: Chapter 15
WS: Chapter 10

___ Past continuous**

BEG: Chapter 3
C 4: Unit 2
E 2: Chapter 8
E 3A: Chapter 2
E-FB: Chapter 16
ECE: Units 3, 8
EFAC 2: Chapter 3
EGTA: Page 29
FT 2A: Unit 4
G 2
GG: 2.14
GIA 2: Unit 22
GIA 3: Unit 7
GIC 1: Lesson 10, Appendix B
GIC 2: Review Lesson
I 2000 - 3: Unit 4
L 4: Unit 13
LWTE 3: Lessons 6, 9
MAE 3: Lesson 3
NHIE 3: Unit 1
OPG: # 7, 12
PSFBC: Units 9, 11 - 15
RLEG 3: Unit 3
SBS 2: Chapter 9
SBS 3: Chapter 2
SPIC 2: Unit 1

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Past continuous** continued:

TEA 1: Unit 27
UAUEG: Chapter 1
WS: Chapter 10
WTTP: Chapter 7

___ Present perfect continuous*

E 2: Chapter 8
E 3A: Chapter 7
ECE: Units 3, 8
EFAC 2: Chapter 3
EGTA: Page 59
FT 2A: Unit 4
G 2
GG: 2.7
GIA 3: Unit 14
I 2000 - 3: Unit 4
L 4: Unit 13
LWTE 3: Lessons 6, 9
NHIE 3: Unit 1
OPG: # 8, 9, 12
PSFBC: Units 9, 11 - 15
RLEG 4: Unit 4
SBS 3: Chapter 6
SPIC 2: Unit 20
UAUEG: Chapter 1
WPE 3: Chapter 1

___ Past perfect

ACLAE: Unit 3
E 2: Chapter 8
E 3A: Chapter 2
EGTA: Page 50
GG: 3.5
GIC 2: Lesson 8
LES 5: Unit 6
MAE 3: Lesson 9
OPG: # 10, 12
PE: Chapter 4 - Lesson 2
PSFBC: Units 11, 15, 16
RLEG 2: Unit 8
RLEG 4: Unit 2
SBS 3: Chapter 8
SPIC 3: Units 19, 24, 25
UAUEG: Chapter 1
WPE 3: Chapter 9

___ Past perfect continuous

EGTA: Page 61
OPG: # 11,12
SBS 3: Chapter 8
SPIC 3: Unit 20
UAUEG: Chapter 1

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Future perfect

EGTA: Page 62
OPG: # 16, 17
UAUEG: Chapter 1
WPE 3: Chapter 14

___ Passive with casual "have, make, get" (I had it fixed. I was made to do it. I got it done.)*

ACLAE: Unit 9
EFAC 2: Chapters 3 - 5
SPIC 3: Unit 44
UAUEG: Chapter 3

___ Active with casual "have, make, get"(Have him call me. That makes me cry. Get her to do this.)*

ACLAE: Unit 9
C - FAS: Chapter 10
EFAC 2: Chapters 4, 5
GG: 2.6, 3.4
GIC 2: Lesson 7
LES 5: Unit 10
OPG: # 40
RLEG 3: Unit 10
SPIC 3: Units 32, 43
UAUEG: Chapter 4
WPE 3: Chapter 9

___ Conditional present (real - If it rains, I won't go. Unless he calls, I won't go.)*

ACLAE: Unit 5
C - FAS: Chapter 4
C - IYR: Chapter 12
E 2: Chapter 15
ECE: Unit 6
EFAC 2: Units 4 - 6, 9
EYE 3: Ex. 16
GG: 2.1, 2.3, 2.5
GIC 2: Lesson 9
I 2000 - 3: Unit 7
L 4: Units 3, 7
LES 5: Unit 9
LWTE 3: Lesson 11
OPG: # 115
RLEG 3: Units 8, 10
RLEG 4: Unit 4
S Con: Chapter 6
SBS 2: Chapter 8
SBS 4: Chapter 5
SPIC 3: Units 3, 4
UAUEG: Chapter 10
V 2: Units 5, 8
WPE 3: Chapter 2
WS: Chapter 9

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Conditional (unreal - If I were you...)

ACLAE: Unit 6
C - FAS: Unit 11
CWT: Units 7,10
E 2: Chapters 16, 17
EFAC 2: Chapters 8, 9
GG: 2.1
GIC 2: Lesson 9
I 2000 - 4: Unit 2
LES 5: Unit 9
OPG: # 115
RLEG 2: Unit 7
RLEG 4: Unit 6
S Con: Chapter 6
SBS 4: Chapters 5, 6
SPIC 3: Unit 51
UAUEG: Chapter 10
WPE 3: Chapter 6

___ Conditional (past unreal - If I had been home...)

GG: 1.13, 2.1, 3.9
GIC 2: Lesson 9
I 2000 - 4: Unit 2
OPG: # 115
RLEG 4: Unit 7
S Con: Chapter 6
SBS 4: Chapters 6, 7
SPIC 3: Unit 54
UAUEG: Chapter 10
WPE 3: Chapter 13

___ Passive with get (He got hit by a car.) * (You'll get fat. They're getting married.)

LWTE 3: Lesson 16
SPIC 3: Unit 33
UAUEG: Chapter 3

___ Passive (present - My homework is done.)*

BCFE: Unit 5
E 2: Chapters 7, 8, 13, 14
E 3A: Chapter 2
EFAC 2: Chapters 5, 8, 9
G 2
GG: 1.1, 5.4
GIA 3: Unit 20
GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SPIC 3: Unit 27, 50
UAUEG: Chapter 3
WPE 3: Chapter 11

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Passive (past - My homework was done.)*

E 3A: Chapters 2, 8
E-FB: Chapter 17
EFAC 2: Chapters 5, 9
EGTA: Page 53
GG: 1.8, 3.5, 5.4
GIA 3: Unit 21
GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 28
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (present continuous - My homework is being done.)*

E 3A: Chapters 2, 8
GIC 2: Lessons 2, 8
OPG: # 37, 38, 41
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 31
UAUEG: Chapter 3
WPE 3: Chapter 11

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of time (before, after, when, while, until - He watched while they worked.)**

BCFE: Units 1, 3
CP 1: Units 7, 10
EFAC 2: Chapters 3, 4, 7, 8
EGTA: Page 83
EIE 1: Unit 5
EYE 3: Ex. 4, 5, 16 - 18
FT 2A: Unit 4
GG: 3.3
GIA 2: Unit 22
GIA 3: Units 4, 6, 7, 15
GIC 1: Lesson 10
GIC 2: Lesson 6
I 2000 - 3: Unit 4
I 2000 - 4: Unit 8
ITAW: Chapters 5, 7, 8
L 4: Unit 5
LES 5: Unit 10
LWTE 3: Lessons 4,12, 23 B
MAE 3: Lessons 3, 9
OPG: # 15, 46, 51, 54, 120
RLEG 3: Unit 8
S Com: Units 11, 12

SUBORDINATE CLAUSES AND PUNCTUATION continued:

___ Of time (before, after, when, while, until - He watched while they worked.)** continued:

SBS 2: Chapter 9
SPIC 2: Unit 2
SPIC 3: Unit 2
TEA 1: Units 38, 39
TWC: Units 3, 5, 6
UAUEG: Chapters 6, 8
V 1: Unit 7
WP: Unit 9
WS: Chapter 10
WTTP: Chapter 3

___ Of description (who, what, which, that - I know what you mean. I want the book that's on the table.)*

BCFE: Units 2, 6
C - FAS: Chapter 12
E 2: Chapters 10, 12, 16
E 3A: Chapter 1
EFAC 2: Chapters 6, 9
EGTA: Pages 54, 84
EYE 1: Ex. 28, 29
GIA 3: Unit 1
GIC 2: Lesons 6, 8
I 2000 - 3: Unit 11
ITAW: Chapters 5, 7, 8
LWTE 3: Lessons 9, 15, 23B
MAE 3: Lesson 12
NHIE 3: Unit 6
OPG: # 46, 109 - 114
PE: Chapter 4 - Lesson 1
RLEG 3: Units 2, 4
RLEG 4: Unit 6
S Com: Units 12, 13
SPIC 2: Units 52, 53
SPIC 3: Units 11 - 16
UAUEG: Chapters 6, 7
V 2: Units 1, 3, 8
WPE 3: Chapters 2, 3

___ Of cause (because, so - I was sick so I stayed home. I stayed home because I was sick.)*

BCFE: Unit 3
EYE 3: Ex. 4, 5
G2
GIC 2: Lesson 5
I 2000 - 3: Unit 1
I 2000 - 4: Unit 8
ITAW: Chapter 5
LWTE 3: Lessons 14, 16, 19, 23 A, 23 B
S Com: Unit 12
SPIC 3: Unit 17
TWC: Unit 4
UAUEG: Chapter 8
V 2: Units 2, 7
WPE 3: Chapter 6

SUBORDINATE CLAUSES AND PUNCTUATION continued:

___ Of place (I know where they live.)*

EFAC 2: Chapter 9
EYE 3: Ex. 4, 5
GIC 2: Lesson 6
ITAW: Chapters 7, 8
OPG: # 46
UAUEG: Chapter 6

___ Of condition (...unless it's cold, If it isn't late...)

ACLAE: Unit 5
EYE 3: Ex. 4, 5, 16 - 18
GIC 2: Lesson 9
ITAW: Chapter 7
LWTE 3: Lessons 16, 23 A
OPG: # 116, 120
S Com: Unit 12

___ Of condition (...unless it's cold, If it isn't late...) conditioned:

SPIC 3: Unit 4
UAUEG: Chapters 7, 9
WPE 3: Chapter 2

COMPARISONS (ADJECTIVES)

___ More...than (more beautiful than)***

BCFE: Unit 4
BEG: Chapter 11
C - FAS: Chapter 2
E 2: Chapter 7
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
EYE 1: Ex. 33, 43 - 45
FT 1B: Unit 3
FT 2B: Units 2, 5
G 2
GE: #45
GG: 4.1, 4.2
GIA 2: Unit 13
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 -3: Units 11, 14
ITAW: Chapter 10
L 1: Unit 5
LWTE 3: Lesson 15
MAE 3: Lesson 6
OPG: # 86, 87
RLEG 2: Unit 1
RLEG 3: Unit 3
SBS 2: Chapter 5
SBS 4: Chapter 2
SPIC 2: Units 28, 35
TEA 1: Units 32, 36

COMPARISONS (ADJECTIVES) continued:

___ More...than (more beautiful than)*** continued:

TGH: # 45
V 2: Units 4, 5
WS: Chapter 8
WW: Unit 4

___ -est (the largest)**

BEG: Chapter 12
E 3A: Chapters 3, 5
E-FB: Chapter 14
ECE: Unit 5
EGTA: Pages 40, 74
EIE 1: Unit 7
EYE 1: Ex. 43 - 45
FT 2A: Unit 1
FT 2B: Unit 2
G 2
GE: # 46
GIA 2: Unit 14
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 - 4: Unit 1
ITAW: Chapter 10
LWTE 3: Lesson 8
LWTE 3: Lesson 20
MAE 3: Lesson 7
OPG: # 86, 87
RLEG 2: Unit 2
S Com: Unit 8
SBS 2: Chapter 6
SBS 4: Chapter 2
SPIC 2: Units 29, 31
TEA 1: Unit 36
TGH: # 46
V 2: Unit 5
WS: Chapter 9
WTTP: Chapter 6

___ the most**

BEG: Chapter 12
E 3A: Chapters 3, 5
E-FB: Chapter 14
ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 7
EYE 1: Ex. 43 - 45
FT 2A: Unit 1
FT 2B: Unit 2
G 2
GE: # 46
GIA 2: Unit 14
GIA 3: Unit 8
GIC 1: Lesson 12
GIC 2: Review Lesson
I 2000 - 4: Unit 1

COMPARISONS (ADJECTIVES) continued:

___ the most**

ITAW: Chapter 10
LWTE 3: Lesson 8

___ the least**

ECE: Unit 5
EGTA: Page 40
EIE 1: Unit 8
EYE 1: Ex. 43 - 45
FT 2 B: Unit 2
GIA 3: Unit 8
GIC 2: Review Lesson
ITAW: Chapter 10
OPG: # 86, 87
RLEG 3: Unit 4
SPIC 2: Units 30, 36
TEA 1: Unit 36
WS: Chapter 9
WTTP: Chapter 6

___ As...as (as cheap as)*

BCFE: Unit 4
BEG: Chapter 11
C - IYR: Chapter 11
E 3A: Chapter 5
ECE: Unit 5
EFAC 2: Chapter 6
GIC 1: Lesson 12
GIC 2: Reivew Lesson
I 2000 - 4: Unit 6
ITAW: Chapter 10
LWTE 3: Lesson 14
MAE 3: Lesson 8
OPG: # 87
RLEG 3: Unit 3
SPIC 2: Units 32, 34
V 2: Units 4, 5
WS: Chapter 8
WTTP: Chapter 6

___ double comparatives (He's a much better worker.)

OPG: # 88
SPIC 3: Unit 59

COMPARISONS (NOUNS)

___ ... like (It works like a dream.)**

BEG: Chapter 11
EIE 1: Unit 10
EIE W 1: Unit 10
GIC 1: Lesson 12
GIC 2: Review Lesson
WW: Unit 3

COMPARISONS (NOUNS) continued:

___ same ... as (same size as)**

BEG: Chapter 11
ECE: Unit 5
GG: 4.2
GIC 1: Lesson 12
GIC 2: Review Lesson
SPIC 2: Unit 33
WS: Chapter 8
WTTP: Chapter 6

___ different...from (different size from)**

BEG: Chapter 11
GG: 4.2
GIC 1: Lesson 12
GIC 2: Review Lesson
WTTP: Chapter 6

___ as a / an + noun (He worked as a spy.)

I 2000 - 3: Unit 11

COMPARISONS (ADVERBS)

___ -er, more (He drove faster. She danced more beautifully than the others.)

BEG: Chapter 12
C 4: Unit 2
GIC 1: Lesson 12
SBS 2: Chapter 8
SBS 4: Chapter 2
SPIC 2: Unit 37
WS: Chapter 8

___ double comparatives (He drove much faster.)

OPG: # 88
SPIC 3: Unit 59

___ as...as (As quickly as...)

LWTE 3: Lesson 14

CONJUNCTIONS AND PUNCTUATION

___ Because, and (I stayed home because I was sick.)***

BCFE: Unit 3
CP 1: Units 7, 10
E 3A: Chapter 2
EIE W 1: Unit 7
EYE 3: Ex. 4, 5
G 2
GIC 2: Lesson 5
I 2000 - 3: Unit 6
IE 1: Unit 6
ITAW: Chapter 9
TEA 1: Units 26, 33

CONJUNCTIONS AND PUNCTUATION continued:

___ Because, and (I stayed home because I was sick.)*** continued:

TWC: Unit 2
V 1: Unit 8
V 2: Unit 7
WIE 2: Chapter 8
WS: Chapters 2, 7
WTTP: Chapter 3

___ Both ... and (both Paco and Ana)**

BCFE: Unit 4
EIE 1: Unit 9
EIE W 1: Unit 10
EOC 1: Unit 5
GIC 1: Lesson 12
ITAW: Chapter 10
UAUEG: Chapter 8
WIE 2: Unit 3
WTTP: Chapter 6
WW: Unit 3

___ Either .... or (Either Paco or Ana)*

EYE 1: Ex. 26, 29
G2
I 2000 - 3: Unit 13
RLEG 3: Unit 5
S Com: Unit 9
SBS 3: Chapter 10
UAUEG: Chapter 8
WIE 2: Chapter 3

___ And ... either (I don't and he doesn't either.)*

C 4: Unit 10
GIC 1: Lesson 4
GIC 2: Lesson 4
LES 5: Unit 2
V 1: Unit 7
WS: Chapter 4

___ Not only ... but also

EYE 1: Ex. 27, 29, 35, 37
ITAW: Chapter 10
UAUEG: Chapter 8

___ Purpose --- so that, in order to

GG: 5.6
GIC 2. Lesson 5
I 2000 - 3: Unit 1
ITAW: Chapter 5
OPG: # 119, 120
TEA 1: Unit 34
UAUEG: Chapter 8

CONJUNCTIONS AND PUNCTUATION continued:

___ Neither ... nor

BCFE: Unit 4
EYE 1: Ex. 26, 29
I 2000 - 3: Unit 14
ITAW: Chapter 3
OPG: # 27
S Com: Unit 9
SBS 3: Chapter 10
SPIC 2: Unit 59
UAUEG: Chapter 8
WPE 3: Chapter 1

___ So / too (So, is he. / He does, too.)

C 4: Unit 10
G2
GIC 1: Lesson 4
GIC 2: Lesson 4
LES 5: Unit 2
OPG: # 27
RLEG 3: Unit 5
SBS 3: Chapter 10
V 1: Unit 7
V 2: Unit 9
WS: Chapter 4

___ Although / even though

EIE W 1: Unit 10
EYE 3: Ex. 4, 5
GIC 2: Lesson 5
ITAW: Chapters 5, 9, 10
LWTE 3: Lesson 21
RLEG 3: Unit 10
UAUEG: Chapter 9
WS: Chapter 10

___ In spite of / despite

BCFE: Unit 4
GIC 2: Lesson 5
OPG: # 61, 118, 120
RLEG 3: Unit 10

WORD ORDER AND PATTERNS

___ Verb + indirect object + object (He gave her the message.)**

GIC 1: Lesson 11
I 2000 - 3: Unit 12
LES 1: Unit 6
OPG: # 68
S Com: Unit 10
TEA 1: Units 18, 33
WS: Chapter 5

WORD ORDER AND PATTERNS continued:

___ Verb + direct object + to + indirect object (He gave the message to her.)**

GIA 2: Unit 6
GIC 1: Lesson 11
I 2000 - 3: Unit 12
LES 1: Unit 6
OPG: #68

___ Verb + direct object + to + indirect object (He gave the message to her.)**
TEA 1: Units 18, 33

___ Verb + direct object + for + direct object (He took the message for her.)**

GIA 2: Unit 6
GIC 1: Lesson 11
I 2000 - 3: Units 10, 12
LES 1: Unit 6
OPG: #68
TEA 1: Units 18, 33

___ Verb + pronoun + infinitive (I asked him to help. I want you to be happy.)*

GIC 2: Lesson 7
LWTE 3: Lesson 4
SPIC 2: Unit 10

___ Verb + object + infinitive (He wanted water to drink.)*

E 2: Chapter 11
E 3A: Chapter 6
LWTE 3: Lesson 4
OPG: # 44
SPIC 3: Unit 38
WPE 3: Chapters 5, 10

___ Verb + verb-ing (She enjoyed going to work.)(List verbs)*

E 3A: Chapters 7, 9
GG: 1.10
GIC 2: Lesson 7, Appendix B
LES 5: Unit 5
LWTE 3: Lessons 5, 22
OPG: # 42, 43, 53, 54
RLEG 3: Unit 1
SBS 3: Chapter 7
SPIC 3: Units 37, 39, 40
TEA 1: Unit 25
UAUEG: Chapter 4
WPE 3: Chapter 1
WS: Chapter 9

___ Idiomatic used of verb + verb-ing (We had fun playing cards. He spends time fixing his car. I caught him cheating.)

LES 5: Unit 5
UAUEG: Chapter 4

OTHER GRAMMATICAL POINTS

___ Exclamatory (What a beautiful car!)**

EFAC 2: Chapter 6
OPG: # 66
TEA 1: Units 15, 19

___ Adjectives + prepositions**

GIC 2: Appendix B
TEA 1: Unit 37
UAUEG: Appendix 2

___ Transitive / Intransitive Verbs and Adjectives (be afraid of, be interested in)**

ACLAE: Unit 3
EFAC 2: Chapter 8
GIC 2: Lesson 7
I 2000 - 4: Unit 3
LWTE 3: Lesson 14
OPG: # 19, 47 - 50
PP: # 19 - 23
S Con: Chapter 7
TEA 1: Units 6, 19, 23, 32
UAUEG: Chapter 2, Appendix 2
WPE 3: Chapter 7

___ Be used to (accustomed to - I am used to hot weather)**

GIC 2: Lesson 7
I 2000 - 4: Unit 12
UAUEG: Chapter 2
WPE 3: Chapter 7

___ Two word verbs separable (Take it out.)**

ACLAE: Unit 8
E 2: Chapter 8
E 3A: Chapters 4, 7, 8
E-FB: Chapters 10, 11
EFAC 2: Chapter 8
EIE 1: Unit 7
G 2
GE: # 37
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 10
LES 5: Unit 1
OPG: # 102 - 104
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 58
TGH: # 37
UAUEG: Appendix 2

___ Two word verbs inseparable (Look at it.)**

ACLAE: Unit 8
BEG: Chapter 6
E 2: Chapter 8

OTHER GRAMMATICAL POINTS continued:

___ Two word verbs inseparable (Look at it.)**

E 3A: Chapters 4, 7, 8
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 6
LES 5: Unit 1
OPG: # 101, 103, 104
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 57
UAUEG: Appendix 2

___ Parts of Speech (nouns, verbs, adverbs, etc.)**

EYE 2: Ex. 6 - 9
GG: 1.11
OPG: # 55, 56
S Con: Chapter 1
TWC
UAUEG: Appendix 1 - Unit A

___ - ever words (whenever, whoever, wherever, forever, never)*

E 3 A: Chapter 6
GIC 2: Lesson 9
S Com: Unit 13
UAUEG: Chapter 7

___ Forms of other (another, each other)*

EGTA: Page 71
GIC 1: Lesson 8
I 2000 - 3: Unit 7
I 2000 - 4: Unit 9
LWTE 3: Lesson 20
SPIC 2: Unit 61
TEA 1: Units 24, 26
UAUEG: Chapter 5

___ Question words + Infinitives (I know how to do it / where to go)*

BEG: Chapter 9
GIC 2: Lesson 3
LWTE 3: Lesson 10
SPIC 2: Unit 51

___ Infinitives of purpose (He went to buy bread.)

GG: 5.6
I 2000 - 3: Unit 1
LES 5: Unit 1
OPG: # 47
SPIC 2: Unit 50
UAUEG: Chapter 4

OTHER GRAMMATICAL POINTS continued:

___ Stative verbs (no progressive form --- I see the car. He knows the answer.)

I 2000 - 4: Unit 9
OPG: # 3
TEA 1: Units 11, 19, 37
UAUEG: Chapter 1
V 2: Unit 1
WS: Chapter 6

___ Complements (Adjective, Noun, Verb - She is pretty. I study English. I hear him shouting.)

ITAW: Chapter 1
RLEG 4: Unit 3
SPIC 3: Unit 61

RESOURCES:

A "Cloze" Look at English
Basic Composition For ESL
Basic English Grammar
Can We Talk?
Choices: Families and Schools
Choices: It's Your Right
Composition Practice, Book 1
Crossroads, Book 4
English for Adult Competency, Book 2
English Grammar Through Actions
Everyday Consumer English
Exercising Your English, Book 1
Exercising Your English, Book 2
Exercising Your English, Book 3
Expeditions Into English, Listening / Speaking 1
Expeditions Into English, Reading 1
Expeditions Into English, Writing 1
Expressways, 2
Expressways, 3A
Expressways, Foundations B
Fast Track, 2 B
Fast Track, 2A
Grammar Exercises, Part 1
Grammar Games
Grammar In Action, Book 2
Grammar In Action, Book 3
Grammar In Context, Book 1
Grammar In Context, Book 2
Grammarwork, Book 2
Idea Exchange, Book 1
Intercom 2000, Book 3
Intercom 2000, Book 4
Introduction to Academic Writing
Lado English Series, Book 5
Laubach Way to English, Skillbook 3
Lifelines 4
Modern American English, Book 2
Modern American English, Book 3
New Horizons In English, Book 3
Oxford Practice Grammar
Personal Expressions
Picture Stories For Beginning Communication
Preposition Practice
Real Life English Grammar, Book 1
Real Life English Grammar, Book 2
Real Life English Grammar, Book 3
Real Life English Grammar, Book 4
Sentence Combination
Sentence Construction

RESOURCES continued:

Side By Side, Level 2
Side By Side, Level 3
Side By Side, Level 4
Structure Practice In Context, Book 1
Structure Practice In Context, Book 2
Structure Practice In Context, Book 3
Ten Steps
The English Advantage, Level 1 A
The Grammar Handbook, Part 1
The Writing Challenge
Understanding And Using English Grammar
Vistas, Book 1
Vistas, Book 2
Word Plays
Working In English, Book 2
Write Soon!
Write To The Point!
Writing Practical English, Book 3
Writing Workout

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL SIX

ADJECTIVES

___ Adjectives followed by infinitives (I'm sorry to hear the news.) (List)*

GIC 1: Lesson 6
GIC 2: Lesson 7
I 2000 - 3: Unit 5
LES 5: Unit 5
LWTE 3: Lesson 3
OPG: # 84
RLEG 4: Unit 1
SPIC 3: Unit 35
V 2: Unit 4

___ Compound Modifiers (Two - week vacation)*

I 2000 - 4: Unit 12

ADVERBS

___ Participial (Listening to music, I drove to New York.)*

S Com: Unit 11

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS)

___ Would rather (preference - I'd rather not say.)**

EIE 1: Unit 9
GIC 2: Lesson 3
I 2000 - 4: Unit 1
SPIC 2: Unit 39
TEA 1: Unit 20
UAUEG: Chapter 2
WPE 3: Chapter 5

___ Would (past of will - I wouldn't do it.)*

SPIC 3: Unit 18

___ Ought to (advice - You ought to give up coffee.)**

E 2: Chapters 6, 10, 13, 15, 16
GIC 2: Lesson 3
ITAW: Chapter 9
MAE 3: Lesson 4
OPG: # 34
SPIC 2: Units 45, 48
SPIC 3: Unit 46
UAUEG: Chapter 2

MODAL VERBS (AUXILIARIES / HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS) continued:

___ Perfect modals (should have, might have, would have, could have - You should have signed in.)* continued:

E 2: Chapters 11, 14, 15
E 3A: Chapter 7
EFAC 2: Chapters 2, 8
GIC 2: Lesson 3
OPG: # 35
RLEG 4: Unit 8
S Con: Chapter 6
SBS 4: Chapter 4
SPIC 3: Units 47 - 49
UAUEG: Chapter 2
WPE 3: Chapter 13

___ Must (deduction - It must be 5 o'clock.)*

E 3A: Chapter 2
EIE 1: Unit 11
GIC 2: Lesson 3
RLEG 4: Unit 8
SPIC 2: Unit 44
UAUEG: Chapter 2

___ Let (permission - Let him take the car.)*

C - FAS: Unit 10
GIC 2: Lesson 7
UAUEG: Chapter 4
WPE 3: Chapter 9

QUESTIONS AND PUNCTUATION

___ Negative wh - questions (Which ones don't fit?)**

E 3A: Chapter 1
EFAC 2: Chapter 6
TEA 1: Unit 40

___ Tag questions (It's not, is it?)**

E 2: Chapters 17, 18
E 3A: Chapter 3
EFAC 2: Chapter 6
EGTA: Page 41
GE: # 9
GG: 1.5
GIC 2: Lesson 4
I 2000 - 4: Units 2 - 4, 10, 12
LWTE 3: Lessons 13, 14
OPG: # 26
RLEG 2: Unit 7
RLEG 3: Unit 9
RLEG 4: Unit 5
SBS 4: Chapter 9
SPIC 2: Unit 55
TEA 1: Units 3, 25, 40
TGH: # 9
V 2: Units 2, 3, 10

EMBEDDED QUESTIONS AND PUNCTUATION

___ (Do you know where he is? Do you know if he is here?)**

E 2: Chapters 8, 10, 12 - 14
E 3A: Chapter 3
ECE: Unit 4
EFAC 2: Chapters 1, 4, 7
GIC 2: Lesson 8
OPG: # 46
RLEG 3: Unit 2
SBS 4: Chapter 3

REPORTED SPEECH

___ Statement (He told her that she should take medicine.)**

BCFE: Unit 2
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 7, 9
GIC 2: Lesson 8
OPG: # 105, 106, 108
PE: Chapter 2 - Lesson 2
RLEG 4: Unit 10
S Com: Unit 13
SBS 4: Chapter 8
SPIC 3: Units 21, 22, 26
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Imperatives (He told me to stop smoking.)**

C - FAS: Chapter 9
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 3, 7
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 21
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Questions (He asked me what my name was.)*

GIC 2: Lesson 8
OPG: # 107, 108
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 23
UAUEG: Chapter 7
WPE 3: Chapter 11

___ Yes / No questions (He asked if I was sick.)*

GIC 2: Lesson 8
OPG: # 107
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
UAUEG: Chapter 7
WPE 3: Chapter 11

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS)

___ Present perfect (past participles)***

C - IYR: Chapter 6
E 2: Chapters 5, 6, 8, 9, 11, 13, 15
E 3A: Chapter 2
ECE: Units 7, 8
EFAC 2: Chapters 1, 3, 5, 7
EGTA: Page 49
GG: 1.6, 2.12, 3.4, 4.5
GIA 3: Units 11 - 13
GIC 2: Lesson 1
I 2000 - 3: Unit 9
I 2000 - 4: Units 4 - 8, 11
ITAW: Chapter 7
L 4: Units 7, 9, 10, 14
LWTE 3: Lessons 2, 5, 7, 8, 16, 17
MAE 3: Lesson 8
NHIE 3: Units 4, 5, 7 - 10
OPG: # 4, 6, 9, 12
PE: Chapter 4 - Lesson 2
PSFBC: Unit 11
RLEG 2: Unit 3
RLEG 3: Unit 9
SBS 3: Chapters 4, 5
SBS 4: Chapter 10
SPIC 2: Unit 18
UAUEG: Chapter 1
WIE 2: Chapter 15

___ Past continuous***

BEG: Chapter 3
E 2: Chapter 8
E 3A: Chapter 2
E-FB: Chapter 16
ECE: Units 3, 8
EFAC 2: Chapter 3
EGTA: Page 29
FT 2A: Unit 4
G 2
GG: 2.14
GIA 2: Unit 22
GIA 3: Unit 7
GIC 1: Lesson 10, Appendix B
GIC 2: Review Lesson
I 2000 - 3: Unit 4
L 4: Unit 13
LWTE 3: Lessons 6, 9
MAE 3: Lesson 3
NHIE 3: Unit 1
OPG: # 7, 12
PSFBC: Units 9, 11 - 15
RLEG 3: Unit 3
SBS 2: Chapter 9
SBS 3: Chapter 2
SPIC 2: Unit 1
TEA 1: Unit 27
UAUEG: Chapter 1

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Past continuous*** continued:
- WS: Chapter 10
- WTTP: Chapter 7

___ Present perfect continuous**

- E 2: Chapter 8
- E 3A: Chapter 7
- ECE: Units 3, 8
- EFAC 2: Chapter 3
- EGTA: Page 59
- FT 2A: Unit 4
- G 2
- GG: 2.7
- GIA 3: Unit 14
- I 2000 - 3: Unit 4
- L 4: Unit 13
- LWTE 3: Lessons 6, 9
- NHIE 3: Unit 1
- OPG: # 8, 9, 12
- PSFBC: Units 9, 11 - 15
- RLEG 4: Unit 4
- SBS 3: Chapter 6
- SPIC 2: Unit 20
- UAUEG: Chapter 1
- WPE 3: Chapter 1

___ Past perfect *

- ACLAE: Unit 3
- E 2: Chapters 8, 17
- E 3A: Chapter 2
- EGTA: Page 50
- GG: 3.5
- GIC 2: Lesson 8
- LES 5: Unit 6
- MAE 3: Lesson 9
- OPG: # 10, 12
- PE: Chapter 4 - Lesson 2
- PSFBC: Units 11, 15, 16
- RLEG 2: Unit 8
- RLEG 4: Unit 2
- SBS 3: Chapter 8
- SPIC 3: Units 19, 24, 25
- UAUEG: Chapter 1
- WPE 3: Chapter 9

___ Past perfect continuous*

- EGTA: Page 61
- OPG: # 11,12
- SBS 3: Chapter 8
- SPIC 3: Unit 20
- UAUEG: Chapter 1

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Future perfect*

EGTA: Page 62
OPG: # 16, 17
UAUEG: Chapter 1
WPE 3: Chapter 14

___ Future perfect continous

EGTA: Page 57
UAUEG: Chapter 1

___ Passive with casual "have, make, get" (I had it fixed. I was made to do it. I got it done.)**

ACLAE: Unit 9
EFAC 2: Chapters 3 - 5
SPIC 3: Unit 44
UAUEG: Chapter 3

___ Active with casual "have, make, get"(Have him call me. That makes me cry. Get her to do this.)**

ACLAE: Unit 9
C - FAS: Chapter 10
EFAC 2: Chapters 4, 5
GG: 2.6, 3.4
GIC 2: Lesson 7
LES 5: Unit 10
OPG: # 40
RLEG 3: Unit 10
SPIC 3: Units 32, 43
UAUEG: Chapter 4
WPE 3: Chapter 9

___ Conditional present (real - If it rains, I won't go. Unless he calls, I won't go.)**

ACLAE: Unit 5
C - FAS: Chapter 4
C - IYR: Chapter 12
E 2: Chapter 15
ECE: Unit 6
EFAC 2: Units 4 - 6, 9
EYE 3: Ex. 16
GG: 2.1, 2.3, 2.5, 2.17
GIC 2: Lesson 9
I 2000 - 3: Unit 7
L 4: Units 3, 7
LES 5: Unit 9
LWTE 3: Lesson 11
OPG: # 36,115
RLEG 3: Units 8, 10
RLEG 4: Unit 4
S Con: Chapter 6
SBS 2: Chapter 8
SBS 4: Chapter 5
SPIC 3: Units 3, 4
UAUEG: Chapters 9, 10
V 2: Units 5, 8

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Conditional present (real - If it rains, I won't go. Unless he calls, I won't go.)** continued:

WPE 3: Chapter 2
WS: Chapter 9

___ Conditional (unreal - If I were you...)*

ACLAE: Unit 6
C - FAS: Unit 11
E 2: Chapters 16, 17
EFAC 2: Chapters 8, 9
GG: 2.1, 2.17
GIC 2: Lesson 9
I 2000 - 4: Unit 2
LES 5: Unit 9
OPG: # 36, 115
RLEG 2: Unit 7
RLEG 4: Unit 6
S Con: Chapter 6
SBS 4: Chapters 5, 6
SPIC 3: Unit 51
UAUEG: Chapter 10
WPE 3: Chapter 6

___ Conditional (past unreal - If I had been home...)*

GG: 1.13, 2.1, 2.17, 3.9
GIC 2: Lesson 9
I 2000 - 4: Unit 2
OPG: # 115
RLEG 4: Unit 7
S Con: Chapter 6
SBS 4: Chapters 6, 7
SPIC 3: Unit 54
UAUEG: Chapter 10
WPE 3: Chapter 13

___ Conditional - Hope (I hope John will come.)

E 2: Chapter 17
GG: 2.17
I 2000 - 4: Unit 10
LWTE 3: Lesson 17
RLEG 4: Unit 7
SBS 4: Chapter 5
SPIC 3: Units 5, 6, 53

___ Conditional - Wish (I wish I were a millionaire.)

E 2: Chapter 17
GG: 2.17, 3.10
OPG: # 47
RLEG 4: Unit 7
SBS 4: Chapters 6, 7
SPIC 3: Units 52, 53, 55
UAUEG: Chapter 10
WPE 3: Chapter 9

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Wish + verb form (Similar to conditional)

E 2: Chapter 17
GIC 2: Lesson 9
RLEG 4: Units 7, 9
SBS 4: Chapters 6, 7

___ Passive with get (He got hit by a car.) ** (You'll get fat. They're getting married.)*

LWTE 3: Lesson 16
SPIC 3: Unit 33
UAUEG: Chapter 3

___ Passive (present - My homework is done.)**

BCFE: Unit 5
E 2: Chapters 7, 8, 13, 14
E 3A: Chapter 2
EFAC 2: Chapters 5, 8. 9
G 2
GG: 1.1, 5.4
GIA 3: Unit 20
GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SPIC 3: Unit 27, 50
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (past - My homework was done.)**

E 3A: Chapters 2, 8
E-FB: Chapter 17
EFAC 2: Chapters 5, 9
EGTA: Page 53
GG: 1.8, 3.5, 5.4
GIA 3: Unit 21
GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 28
UAUEG: Chapter 3
WPE 3: Chapter 11

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Passive (present continuous - My homework is being done.)**

E 3A: Chapter 8
GIC 2: Lessons 2, 8
OPG: # 37, 38, 41
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 31
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (future - My homework will be done.)

E 3A: Chapters 2, 8
GIC 2: Lesson 2
LES 5: Unit 8
MAE 3: Lesson 14
SPIC 3: Unit 29

___ Passive (present and past perfect - It had been finished...)

E 3A: Chapter 8
EFAC 2: Chapter 3
GIC 2: Lesson 2
MAE 3: Lesson 14
OPG: # 37
RLEG 4: Unit 2
SBS 4: Chapter 1
SPIC 3: Units 30, 50

___ Subjunctive in noun clauses (I suggested that she see a doctor / a doctor be consulted.)

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of time (before, after, when, while, until - He watched while they worked.)***

BCFE: Units 1, 3
CP 1: Units 7, 10
EFAC 2: Chapters 3, 4, 7, 8
EGTA: Page 83
EIE 1: Unit 5
EYE 3: Ex. 4, 5, 16 - 18
FT 2A: Unit 4
GG: 3.3
GIA 2: Unit 22
GIA 3: Units 4, 6, 7, 15
GIC 1: Lesson 10
GIC 2: Lesson 6
I 2000 - 3: Unit 4
I 2000 - 4: Unit 8
ITAW: Chapters 5, 7, 8
L 4: Unit 5
LES 5: Unit 10
LWTE 3: Lesson 23 B
MAE 3: Lessons 3, 9
OPG: # 15, 46, 51, 54, 120
RLEG 3: Unit 8
S Com: Units 11, 12

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of time (before, after, when, while, until - He watched while they worked.)***

SBS 2: Chapter 9
SPIC 2: Unit 2
SPIC 3: Unit 2
TEA 1: Units 38, 39
TWC: Units 3, 5, 6
UAUEG: Chapters 6, 8
V 1: Unit 7
WP: Unit 9
WS: Chapter 10
WTTP: Chapter 3

___ Of description (who, what, which, that - I know what you mean. I want the book that's on the table.)**

BCFE: Units 2, 6
C - FAS: Chapter 12
E 2: Chapters 10, 12, 16
E 3A: Chapter 1
EFAC 2: Chapters 6, 9
EGTA: Pages 54, 84
EYE 1: Ex. 28, 29
GIA 3: Unit 1
GIC 2: Lesons 6, 8
I 2000 - 3: Unit 11
I 2000 - 4: Unit 10
ITAW: Chapters 5, 7, 8
LWTE 3: Lessons 9, 15, 23B
MAE 3: Lesson 12
NHIE 3: Unit 6
OPG: # 46, 109 - 114
PE: Chapter 4 - Lesson 1
RLEG 3: Units 2, 4
RLEG 4: Unit 6
S Com: Units 12, 13
SPIC 2: Units 52, 53
SPIC 3: Units 11 - 16
UAUEG: Chapters 6, 7
V 2: Units 1, 3, 8
WPE 3: Chapters 2, 3

___ Of cause (because, so - I was sick so I stayed home. I stayed home because I was sick.)**

BCFE: Unit 3
EYE 3: Ex. 4, 5
G2
GIC 2: Lesson 5
I 2000 - 3: Unit 1
I 2000 - 4: Unit 8
ITAW: Chapter 5
LWTE 3: Lessons 14, 16, 19, 23 A, 23 B
S Com: Unit 12
SPIC 3: Unit 17
TWC: Unit 4
UAUEG: Chapter 8
V 2: Units 2, 7
WPE 3: Chapter 6

SUBORDINATE CLAUSES AND PUNCTUATION continued:

___ Of place (I know where they live.)**

EFAC 2: Chapter 9
EYE 3: Ex. 4, 5
GIC 2: Lesson 6
ITAW: Chapters 7, 8
OPG: # 46
UAUEG: Chapter 6

___ Of condition (...unless it's cold, If it isn't late...)* (Whether or not, provided that, in case...)

ACLAE: Unit 5
EYE 3: Ex. 4, 5, 16 - 18
GIC 2: Lesson 9
ITAW: Chapter 7
LWTE 3: Lessons 16, 23 A
OPG: # 116, 120
S Com: Unit 12
SPIC 3: Unit 4
UAUEG: Chapters 7, 9
WPE 3: Chapter 2

___ Of opposition (although, while, whereas)

ITAW: Chapter 10
S Com: Unit 12
TWC: Units 3, 5, 6
UAUEG: Chapter 9
WPE 3: Chapter 14

COMPARISONS (ADJECTIVES)

___ As...as (as cheap as)**

BCFE: Unit 4
BEG: Chapter 11
C - IYR: Chapter 11
E 3A: Chapter 5
ECE: Unit 5
EFAC 2: Chapter 6
GIC 1: Lesson 12
GIC 2: Reivew Lesson
I 2000 - 4: Unit 6
ITAW: Chapter 10
LWTE 3: Lesson 14
MAE 3: Lesson 8
OPG: # 87
RLEG 3: Unit 3
SPIC 2: Units 32, 34
V 2: Units 4, 5
WS: Chapter 8
WTTP: Chapter 6

___ double comparatives (He's a much better worker.)*

OPG: # 88
SPIC 3: Unit 59

COMPARISONS (ADVERBS)

___ -er, more (He drove faster. She danced more beautifully than the others.)*

BEG: Chapter 12
GIC 1: Lesson 12
GIC 2: Review Lesson
SBS 2: Chapter 8
SBS 4: Chapter 2
SPIC 2: Unit 37
WS: Chapter 8

___ double comparatives (He drove much faster.)*

OPG: # 88
SPIC 3: Unit 59

___ as...as (As quickly as...)*

LWTE 3: Lesson 14

CONJUNCTIONS AND PUNCTUATION

___ Either .... or (Either Paco or Ana)**

EYE 1: Ex. 26, 29
G2
I 2000 - 3: Unit 13
RLEG 3: Unit 5
S Com: Unit 9
SBS 3: Chapter 10
UAUEG: Chapter 8
WIE 2: Chapter 3

___ And ... either (I don't and he doesn't either.)**

GIC 1: Lesson 4
GIC 2: Lesson 4
LES 5: Unit 2
V 1: Unit 7
WS: Chapter 4

___ Not only ... but also *

EYE 1: Ex. 27, 29, 35, 37
ITAW: Chapter 10
UAUEG: Chapter 8

___ Purpose --- so that, in order to*

GG: 5.6
GIC 2: Lesson 5
I 2000 - 3: Unit 1
ITAW: Chapter 5
OPG: # 119, 120
TEA 1: Unit 34
UAUEG: Chapter 8

CONJUNCTIONS AND PUNCTUATION continued:

___ Neither ... nor*

BCFE: Unit 4
EYE 1: Ex. 26, 29
I 2000 - 3: Unit 14
ITAW: Chapter 3
OPG: # 27
S Com: Unit 9
SBS 3: Chapter 10
SPIC 2: Unit 59
UAUEG: Chapter 8
WPE 3: Chapter 1

___ So / too (So, is he. / He does, too.)*

G2
GIC 1: Lesson 4
GIC 2: Lesson 4
LES 5: Unit 2
OPG: # 27
SBS 3: Chapter 10
V 1: Unit 7
V 2: Unit 9
WS: Chapter 4

___ Although / even though*

EIE W 1: Unit 10
EYE 3: Ex. 4, 5
GIC 2: Lesson 5
ITAW: Chapters 5, 9, 10
LWTE 3: Lesson 21
RLEG 3: Unit 10
UAUEG: Chapter 9
WS: Chapter 10

___ In spite of / despite*

BCFE: Unit 4
GIC 2: Lesson 5
OPG: # 118, 120
RLEG 3: Unit 10

___ Causal - so, for, such... that, so ... that

EYE 3: Ex. 3
GIA 3: Unit 15
GIC 2: Lesson 5
I 2000 - 3: Unit 1
SPIC 3: Unit 56
WPE 3: Chapter 6

___ Opposition - yet... still, but...anyway, instead

EYE 3: Ex. 3
GIC 2: Lesson 5
LWTE 3: Lesson 21
S Com: Unit 9

CONJUNCTIONS AND PUNCTUATION continued:

___ Condition - or else, only if, unless, even if, even though, whether or not

EIE W 1: Unit 10
GIC 2: Lesson 9
ITAW: Chapter 7
OPG: # 116
RLEG 3: Unit 10
RLEG 4: Unit 4
SPIC 3: Unit 4
UAUEG: Chapters 7, 9, 10

___ Transitions - however, never the less, consequently, etc.

BCFE: Units 3, 4
EIE W 1: Units 7, 10
GIC 2: Lesson 4
ITAW: Chapters 9, 10
S Com: Unit 15
WS: Chapter 9
WTTP: Chapter 9

WORD ORDER AND PATTERNS

___ Verb + object + infinitive (He wanted water to drink.)**

E 2: Chapter 11
E 3A: Chapter 6
LWTE 3: Lesson 4
OPG: # 44
SPIC 3: Unit 38
WPE 3: Chapters 5, 10

___ Verb + verb-ing (She enjoyed going to work.)(List verbs)**

E 3A: Chapters 7, 9
GG: 1.10
GIC 2: Lesson 7, Appendix B
LES 5: Unit 5
LWTE 3: Lessons 5, 22
OPG: # 42, 43, 53, 54
RLEG 3: Unit 1
SBS 3: Chapter 7
SPIC 3: Units 37, 39, 40
TEA 1: Unit 25
UAUEG: Chapter 4
WPE 3: Chapter 1
WS: Chapter 9

OTHER GRAMMATICAL POINTS

___ Two word verbs separable (Take it out.)***

ACLAE: Unit 8
E 2: Chapter 8
E 3A: Chapters 4, 7, 8
E-FB: Chapters 10, 11
EFAC 2: Chapter 8
EIE 1: Unit 7
G2

OTHER GRAMMATICAL POINTS continued:

___ Two word verbs separable (Take it out.)*** continued:

GE: # 37
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 10
LES 5: Unit 1
OPG: # 102 - 104
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 58
TGH: # 37
UAUEG: Appendix 2

___ Two word verbs inseparable (Look at it.)***

ACLAE: Unit 8
BEG: Chapter 6
E 2: Chapter 8
E 3A: Chapters 4, 8
GG: 1.2, 1.10
GIC 2: Lesson 10
I 2000 - 3: Unit 6
LES 5: Unit 1
OPG: # 101, 103, 104
PP: # 19 - 23
RLEG 3: Unit 2
SBS 3: Chapter 9
SPIC 2: Unit 57
UAUEG: Appendix 2

___ Parts of Speech (nouns, verbs, adverbs, etc.)***

EYE 2: Ex. 6 - 9
GG: 1.11
OPG: # 55, 56
S Con: Chapter 1
TWC
UAUEG: Appendix 1 - Unit A

___ Infinitives of purpose (He went to buy bread.)*

GG: 5.6
I 2000 - 3: Unit 1
LES 5: Unit 1
OPG: # 47
SPIC 2: Unit 50
UAUEG: Chapter 4

___ Stative verbs (no progressive form --- I see the car. He knows the answer.)*

I 2000 - 4: Unit 9
OPG: # 3
TEA 1: Units 11, 19, 37
UAUEG: Chapter 1
V 2: Unit 1
WS: Chapter 6

OTHER GRAMMATICAL POINTS continued:

- ___ Complements (Adjective, Noun, Verb - She is pretty. I study English. I hear him shouting.)*

  ITAW: Chapter 1
  RLEG 4: Unit 3
  SPIC 3: Unit 61

- ___ Get + adjective / noun (Are you getting hungry? / I got the tickets.)

  I 2000 - 3: Unit 10

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES
LEVEL SIX

RESOURCES:

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Choices: It's Your Right
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English For Adult Competency, Book 2
English Grammar Through Actions
Everyday Consumer English
Exercising Your English, Book 1
Exercising Your English, Book 2
Exercising Your English, Book 3
Expeditions Into English, Listening / Speaking 1
Expeditions Into English, Writing 1
Expeditions Into English, Reading 1
Expressways, 2
Expressways, 3A
Expressways Foundations B
Fast Track,2A
Fast Track,2B
Grammar Exercises, Part 1
Grammar Games
Grammar In Action, Book 2
Grammar In Action, Book 3
Grammar In Context, Book 1
Grammar In Context, Book 2
Grammarwork, Book 2
Intercom 2000, Book 3
Intercom 2000, Book 4
Introduction to Academic Writing
Lado English Series, Book 5
Laubach Way to English, Skillbook 3
Lifelines 4
Modern American English, Book 3
New Horizons In English, Book 3
Oxford Practice Grammar
Personal Expressions
Picture Stories For Beginning Communication
Preposition Practice
Real Life English Grammar, Book 2
Real Life English Grammar, Book 3
Real Life English Grammar, Book 4
Sentence Combination
Sentence Construction
Side By Side, Level 2
Side By Side, Level 3
Side By Side, Level 4
Structure Practice In Context, Book 2
Structure Practice In Context, Book 3

RESOURCES continued:

The English Advantage, Level 1 A
The Grammar Handbook, Part 1
The Writing Challenge
Understanding And Using English Grammar
Vistas, Book 1
Vistas, Book 2
Word Plays
Working In English, Book 2
Write Soon!
Write To The Point!
Writing Practical English, Book 3

ELM BRANCHES OUT! INDEX OF GRAMMATICAL STRUCTURES

Structures are listed by level usually first introduced.
Each * indicates the previous number of levels providing instruction.

LEVEL SEVEN

MODAL VERBS (AUXILIARIES/HELPING VERBS, INCLUDING AFFIRMATIVES, NEGATIVES, INTERROGATIVES, SHORT ANSWERS, CONTRACTIONS)

___ Perfect modals (should have, might have, would have, could have - You should have signed in.)**

E 2: Chapters 11, 14, 15
E 3A: Chapter 7
EFAC 2: Chapters 2, 8
GIC 2: Lesson 3
OPG: # 35
RLEG 4: Unit 8
S Con: Chapter 6
SBS 4: Chapter 4
SPIC 3: Units 47 - 49
UAUEG: Chapter 2
WPE 3: Chapter 13

REPORTED SPEECH

___ Statement (He told her that she should take medicine.)***

BCFE: Unit 2
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 7, 9
GIC 2: Lesson 8
OPG: # 105, 106, 108
PE: Chapter 2 - Lesson 2
RLEG 4: Unit 10
S Com: Unit 13
SBS 4: Chapter 8
SPIC 3: Units 21, 22, 26
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Imperatives (He told me to stop smoking.)***

C - FAS: Chapter 9
E 2: Chapters 12, 14, 16, 18
EFAC 2: Chapters 3, 7
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
SPIC 3: Unit 21
UAUEG: Chapter 7
WPE 3: Chapter 10

___ Questions (He asked me what my name was.)**

GIC 2: Lesson 8
OPG: # 107, 108
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8

REPORTED SPEECH continued:

___ Questions (He asked me what my name was.)**

SPIC 3: Unit 23
UAUEG: Chapter 7
WPE 3: Chapter 11

___ Yes / No questions (He asked if I was sick.)**

GIC 2: Lesson 8
OPG: # 107
PE: Chapter 2 - Lesson 2
SBS 4: Chapter 8
UAUEG: Chapter 7
WPE 3: Chapter 11

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS)

___ Past perfect **

ACLAE: Unit 3
E 2: Chapters 8, 17
E 3A: Chapter 2
EGTA: Page 50
GG: 3.5
GIC 2: Lesson 8
LES 5: Unit 6
MAE 3: Lesson 9
OPG: # 10, 12
PE: Chapter 4 - Lesson 2
PSFBC: Units 11, 15, 16
RLEG 2: Unit 8
RLEG 4: Unit 2
SBS 3: Chapter 8
SPIC 3: Units 19, 24, 25
UAUEG: Chapter 1
WPE 3: Chapter 9

___ Past perfect continuous**

EGTA: Page 61
OPG: # 11,12
SBS 3: Chapter 8
SPIC 3: Unit 20
UAUEG: Chapter 1

___ Future perfect**

EGTA: Page 62
OPG: # 16, 17
UAUEG: Chapter 1
WPE 3: Chapter 14

___ Future perfect continous*

EGTA: Page 57
UAUEG: Chapter 1

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Conditional present (real - If it rains, I won't go. Unless he calls, I won't go.)***

ACLAE: Unit 5
C - FAS: Chapter 4
C - IYR: Chapter 12
E 2: Chapter 15
ECE: Unit 6
EFAC 2: Units 4 - 6, 9
EYE 3: Ex. 16
GG: 2.1, 2.3, 2.5, 2.17
GIC 2: Lesson 9
I 2000 - 3: Unit 7
L 4: Units 3, 7
LES 5: Unit 9
LWTE 3: Lesson 11
OPG: # 115
RLEG 3: Units 8, 10
RLEG 4: Unit 4
S Con: Chapter 6
SBS 2: Chapter 8
SBS 4: Chapter 5
SPIC 3: Units 3, 4
UAUEG: Chapters 9, 10
V 2: Units 5, 8
WPE 3: Chapter 2
WS: Chapter 9

___ Conditional (unreal - If I were you...)**

ACLAE: Unit 6
C - FAS: Unit 11
E 2: Chapters 16, 17
EFAC 2: Chapters 8, 9
GG: 2.1, 2.17
GIC 2: Lesson 9
I 2000 - 4: Unit 2
LES 5: Unit 9
OPG: # 115
RLEG 2: Unit 7
RLEG 4: Unit 6
S Con: Chapter 6
SBS 4: Chapters 5, 6
SPIC 3: Unit 51
UAUEG: Chapter 10
WPE 3: Chapter 6

___ Conditional (past unreal - If I had been home...)**

GG: 1.13, 2.1, 2.17, 3.9
GIC 2: Lesson 9
I 2000 - 4: Unit 2
OPG: # 115
RLEG 4: Unit 7
S Con: Chapter 6
SBS 4: Chapters 6, 7, 10
SPIC 3: Unit 54
UAUEG: Chapter 10
WPE 3: Chapter 13

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Conditional - Hope (I hope John will come.)*

E 2: Chapter 17
GG: 2.17
I 2000 - 4: Unit 10
LWTE 3: Lesson 17
RLEG 4: Unit 7
SBS 4: Chapter 5
SPIC 3: Units 5, 6, 53

___ Conditional - Wish (I wish I were a millionaire.)*

GG: 2.17, 3.10
OPG: # 47
RLEG 4: Unit 7
SBS 4: Chapters 6, 7
SPIC 3: Units 52, 53, 55
UAUEG: Chapter 10
WPE 3: Chapter 9
E 2: Chapter 17

___ Wish + verb form (Similar to conditional)*

E 2: Chapter 17
GIC 2: Lesson 9
RLEG 4: Units 7, 9
SBS 4: Chapters 6, 7

___ Passive (present - My homework is done.)***

BCFE: Unit 5
E 2: Chapters 7, 8, 13, 14
E 3A: Chapter 2
EFAC 2: Chapters 5, 8, 9
G 2
GG: 1.1, 5.4
GIA 3: Unit 20
GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SPIC 3: Unit 27
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (past - My homework was done.)***

E 3A: Chapter 8
E 3A: Chapters 2, 8
E-FB: Chapter 17
EFAC 2: Chapters 5, 9
EGTA: Page 53
GG: 1.8, 3.5, 5.4
GIA 3: Unit 21

VERB TENSES (AFFIRMATIVE, NEGATIVE, INTERROGATIVE, SHORT ANSWERS, CONTRACTIONS) continued:

___ Passive (past - My homework was done.)*** continued:

GIC 2: Lessons 2, 8
L 4: Unit 12
LES 5: Unit 8
LWTE 3: Lesson 16
MAE 3: Lesson 13
OPG: # 37 - 39
RLEG 3: Unit 7
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 28
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (present continuous - My homework is being done.)***

E 3A: Chapter 8
GIC 2: Lessons 2, 8
OPG: # 37, 38, 41
S Com: Unit 10
SBS 4: Chapter 1
SPIC 3: Unit 31
UAUEG: Chapter 3
WPE 3: Chapter 11

___ Passive (future - My homework will be done.)*

E 3A: Chapters 2, 8
LES 5: Unit 8
MAE 3: Lesson 14
SPIC 3: Unit 29

___ Passive (present and past perfect - It had been finished...)*

E 3A: Chapter 8
EFAC 2: Chapter 3
GIC 2: Lesson 2
MAE 3: Lesson 14
OPG: # 37
RLEG 4: Unit 2
SBS 4: Chapter 1
SPIC 3: Unit 30

___ Passive + past forms of gerunds and infinitives

___ Subjunctive in noun clauses (I suggested that she see a doctor / a doctor be consulted.)*

SUBORDINATE CLAUSES AND PUNCTUATION

___ Of cause (because, so, since, as, so long as - I was sick so I stayed home. I stayed home because I was sick.)***

BCFE: Unit 3
EYE 3: Ex. 4, 5
G2
GIC 2: Lesson 5
I 2000 - 3: Unit 1

SUBORDINATE CLAUSES AND PUNCTUATION continued:

___ Of cause (because, so, since, as, so long as - I was sick so I stayed home. I stayed home because I was sick.)*** continued:

I 2000 - 4: Unit 8
ITAW: Chapter 5
LWTE 3: Lessons 14, 16, 19, 23 A, 23 B
S Com: Unit 12
SPIC 3: Unit 17
TWC: Unit 4
UAUEG: Chapter 8
V 2: Units 2, 7
WPE 3: Chapter 6

___ Of place (I know where they live.)***

EFAC 2: Chapter 9
EYE 3: Ex. 4, 5
GIC 2: Lesson 6
ITAW: Chapters 7, 8
OPG: # 46
UAUEG: Chapter 6

___ Of condition (...unless it's cold, If it isn't late...)** (- Whether or not, provided that, in case...)*

ACLAE: Unit 5
EYE 3: Ex. 4, 5, 16 - 18
GIC 2: Lesson 9
ITAW: Chapter 7
LWTE 3: Lessons 16, 23 A
OPG: # 116, 120
S Com: Unit 12
SPIC 3: Unit 4
UAUEG: Chapters 7, 9
WPE 3: Chapter 2

___ Of opposition (although, while, whereas)*

ITAW: Chapter 10
S Com: Unit 12
TWC: Units 3, 5, 6
UAUEG: Chapter 9
WPE 3: Chapter 14

CONJUNCTIONS AND PUNCTUATION

___ Purpose - (so that, in order to)**

GG: 5.6
GIC 2: Lesson 5
I 2000 - 3: Unit 1
ITAW: Chapter 5
OPG: # 119, 120
TEA 1: Unit 34
UAUEG: Chapter 8

___ Causal - (so, for, such...that, so ...that)*

EYE 3: Ex. 3
GIA 3: Unit 15

CONJUNCTIONS AND PUNCTUATION continued:

___ Causal - (so, for, such...that, so ...that)* continued:

GIC 2: Lesson 5
I 2000 - 3: Unit 1
I 2000 - 4: Unit 8
SPIC 3: Unit 56
WPE 3: Chapter 6

___ Opposition - (yet... still, but...anyway)*

EYE 3: Ex. 3
GIC 2: Lesson 5
LWTE 3: Lesson 21
S Com: Unit 9

___ Condition - (or else, only if, unless, even if, even though, whether or not)*

EIE W 1: Unit 10
GIC 2: Lesson 9
ITAW: Chapter 7
OPG: # 116
RLEG 3: Unit 10
RLEG 4: Unit 4
SPIC 3: Unit 4
UAUEG: Chapters 9, 10

___ Transitions - however, never the less, consequently, etc.*

BCFE: Units 3, 4
EIE W 1: Units 7, 10
GIC 2: Lesson 4
ITAW: Chapters 9, 10
S Com: Unit 15
WS: Chapter 9
WTTP: Chapter 9

OTHER GRAMMATICAL POINTS

___ Parts of Speech (nouns, verbs, adverbs, etc.)****

EYE 2: Ex. 6 - 9
GG: 1.11
OPG: # 55, 56
S Con: Chapter 1
TWC
UAUEG: Appendix 1 - Unit A

___ Infinitives of purpose (He went to buy bread.)**

GG: 5.6
I 2000 - 3: Unit 1
LES 5: Unit 1
OPG: # 47
SPIC 2: Unit 50
UAUEG: Chapter 4

___ Stative verbs (no progressive form --- I see the car. He knows the answer.)**

I 2000 - 4: Unit 9
OPG: # 3

OTHER GRAMMATICAL POINTS continued:

___ Stative verbs (no progressive form --- I see the car. He knows the answer.)** continued:

TEA 1: Units 11, 19, 37
UAUEG: Chapter 1
V 2: Unit 1
WS: Chapter 6

___ Complements (Adjective, Noun, Verb - She is pretty. I study English. I hear him shouting.)**

ITAW: Chapter 1
RLEG 4: Unit 3
SPIC 3: Unit 61

RESOURCES:

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Exercising Your English, Book 3
Expeditions Into English. Listening / Speaking 1
Expeditions Into English. Reading 1
Expeditions Into English. Writing 1
Expressways. 2
Expressways. 3A
Expressways. Foundations B
Fast Track,2A
Fast Track,2B
Grammar Games
Grammar In Action, Book 3
Grammar In Context. Book 2
Grammarwork, Book 2
Intercom 2000, Book 3
Intercom 2000, Book 4
Introduction to Academic Writing
Lado English Series, Book 5
Laubach Way to English, Skillbook 3
Lifelines 4
Modern American English, Book 3
New Horizons In English, Book 3
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Write Soon!
Writing Practical English, Book 3

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SPIC 2	Structure Practice In Context, Book 2. LaPorte, Penny and Jay Maurer. Longman, Inc., 1984.

SPIC 3	Structure Practice In Context. Book 3. LaPorte, Penny and Jay Maurer. Longman, Inc. 1985.
TS	Ten Steps: Controlled Composition for Beginning and Intermediate Language Development. 2nd ed. Brookes, Gay and Jean Withrow. Alemany Press, 1988.
TEA 1	The English Advantage. Book 1 A. Flamm, Jacqueline, W. Leland Northam, and Richard C. Yorkey. Newbury House Publishers, 1991.
TEA 1AB	The English Advantage. Activity Book 1 A. Flamm, Jacqueline, W. Leland Northam, and Richard C. Yorkey. Newbury House Publishers, 1991.
TGH	The Grammar Handbook. Part One: Elementary / Intermediate ESL. 2nd ed. Clair, Nancy. Pro Lingua Associates, 1990.
TWC	The Writing Challenge. Batchelor, Karen and Randi Slaughter. Maxwell Macmillan International Publishing Group, 1991.
UAUEG	Understanding And Using English Grammar. Volume A.. 2nd ed. Azar, Betty Schrampfer. Prentice Hall Regents,1989.
UAUEG	Understanding And Using English Grammar. Volume B. 2nd ed. Azar, Betty Schrampfer. Prentice-Hall-Regents, 1989.
V 1	Vistas: An Interactive Course in English. Book 1. Brown, H. Douglas, et al. Prentice Hall Regents, 1992.
VW 1	Vistas: An Interactive Course in English. Workbook 1. Brown, H. Douglas. Prentice Hall Regents,1992.
V 2	Vistas: An Interactive Course in English. Book 2 . Brown, H. Douglas. Prentice Hall Regents,1992.
VW 2	Vistas: An Interactive Course in English. Workbook 2 . Brown, H. Douglas. Prentice Hall Regents, 1992.
WP	Word Plays: Grammar and Conversation for Beginners. Letterman, Hannah and Helen Slivka. Longman, Inc., 1983.
WIE 2	Working In English: Beginning Language Skills for the World of Work. Book 2. Brems, Marianne. Contemporary Books, 1991.

WFTS	Write From The Start. Davidson, David M. and David Blot. Heinle & Heinle Publishers, 1984.
WOC	Write On Cue: Beginning ESL Writing Exercises. Kirchner, Cheryl. Scott, Foresman, and Company, 1990.
WS	Write Soon!: A Beginning Text for ESL Writers. Prince, Eileen. Maxwell Macmillan International Publishing Group, 1990.
WTTP	Write To The Point! Henderson, Kim. Addison-Wesley Publishing Company, 1990.
WID	Writing It Down: Writing Skills for Everyday Life. Staff of Women's Program, Lutheran Settlement House, Philadelphia, PA New Readers Press, 1989.
WPE 3	Writing Practical English 3, 2nd ed. Harris, Tim. Harcourt, Brace, and Jovanovich, 1989.
WW	Writing Workout: A Program for New Students of English. Huizenga, Jann and Maria Thomas-Ruzic. Heinle & Heinle Publishers, 1990.

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